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ABSTRACT

This Fourth Annual Report of the Interagency Panel for Research and Development on Adolescence presents an analysis of all of the research on youth (children over 10 years of age) sponsored by the Federal Government in fiscal year (FY) 1976. The report is divided into four chapters. Chapter I summarizes the activities and interests of the Panel over the previous year and includes some of the objectives of the Panel for 1977. Chapter II is a brief review of research and projects in the area of Youth Participation, a special theme of the Panel over the previous year. Chapter III describes patterns of federally-spcnsored research on both children and youth and on adolescence alone. Much of this information is presented in tabular form. Chpater IV describes the activities of each of the member agencies which participate on the Panel. Appendices include: a table indicating the level of agency interest for adolescence research and development in FY 77; guidelines on the use of the Panel's information system; the names of the representatives of each agency cn the Panel, and a list of all Panel publications. (Author/BD)

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TOWARD INTERAGENCY COORDINATION

FY '76 Federal Research and Development on Adolescence

Fourth Annual Report

The Interagency Panel for Research
And Development on Adolescence

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February 1977

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Department of Agriculture (USDA)

Department of Commerce, Center for Census Use Studies

Department of Health, Education, and Welfare (DHEW)

- Office of the Assistant Secretary for Planning and Evaluation (ASPE)
- Office of Human Development (OHD)
- Office of Child Development (OCD)
- Office of Youth Development (OYD)
- Rehabilitation Services Administration (RSA)
- National Institute of Mental Health (NIMH)
- National Institute of Neurological and Communicative Disorders and Stroke (NINCDS)
- National Institute of Child Health and Human Development (NICHD)
- Bureau of Community Health Services (BCHS)
- National Institute on Alcohol Abuse and Alcoholism (NIAAA)
- National Institute on Drug Abuse (NIDA)
- National Center for Education Statistics (NCES)
- Office of Education (OE)
- National Institute of Education (NIE)
- Social and Rehabilitation Service (SRS)
- Office for Civil Rights (OCR)

Department of Justice, Law Enforcement Assistance Administration (LEAA)

Department of Labor (DOL)

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ACTION

Acknowledgments

This annual report is too complex a document to be written independently. In fact, it is an effort dependent not only upon the authors, but also upon the work of the Federal agency representatives on the Panel, the project directors, and the support staff of typists, messengers, editors, and field research assistants. In the true sense, this is a joint product and must be acknowledged as such.

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INTRODUCTION

The first Interagency Panel was organized in 1972 and was charged with the responsibility of helping to categorize and to coordinate all information on Federally-sponsored research on children. This it continues to do.[1] But in addition, there are now two Panels, a third is contemplated, and the Panels' services have been expanded to include not only information on currently sponsored research, but also information on all findings from recently-completed projects.[2]

The structure of the two Panels is displayed in Figure 1. The 25 agencies and eight departments which sponsor research on children or youth belong to one or both of the Panels, help to direct the Panels' attention toward subjects of common interest, and use its services. The two Panels, in turn, are administered through the Division of Research and Evaluation in the Office of Child Development; it is that Office which contracts with the Social Research Group at George Washington University for the collection of data in the Panels' information system, its specialized research services, administrative support, and its Annual Reports.

Of all the documents published each year by the Interagency Panels, the Annual Reports are the most fundamental. They perform a rather unique service. The reports annually display the most current activities in Federal research on children and youth; they make it possible to foresee trends across the Federal structure, and to foresee trends for particular agencies within the Federal structure. The reports also present a fairly simple, but accurate guide to all the annual changes in research-mandating legislation and funding policy.

As with preceding reports, the central task of this Fourth Annual Report of the Interagency Panel for Research and Development on Adolescence is to analyze all of the research on youth sponsored by the Federal government in the current fiscal year. With each member agency's endorsement the information is gathered in person by trained field research assistants who go into the agencies, and read, catalogue, and summarize

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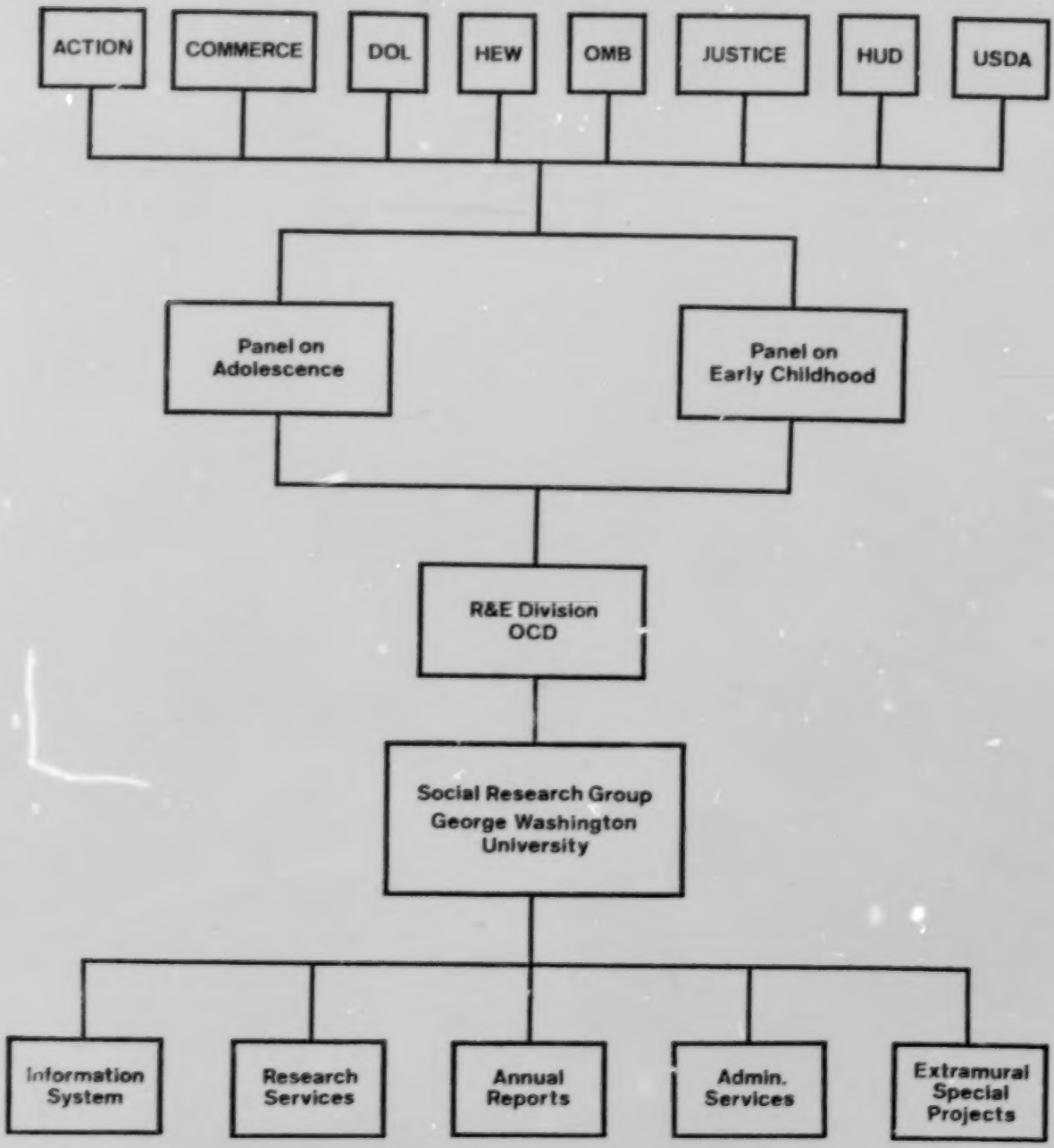
[1] For a brief description of the establishment of the Adolescence Panel see Heyneman (1974:1-3; and 1975:1-3).

[2] A description of the findings information system can be found in Appendix C.

Figure 1
Organizational Chart of the Interagency Panels



the proposal of every active research project. The task is complex and time consuming, but it is done carefully.

The schema of categorization used by the Panels contains in excess of 700 descriptors on virtually everything having to do with the project: its purpose, methodology, setting, type of funding arrangement, principal investigator, sample, and the name of every test and measure intended for use. Therefore, it must be remembered by the reader of the Annual Report that the figures on display are but a first cut at the data. They are the "marginals," and the potential is always there for more substantive analysis geared to the particular interest of the user, whether in or outside of government.

This report is meant to be useful to Federal agencies in three ways. First, because it portrays the full gamut of research on adolescents, agencies can place themselves within a conceptual structure of related activities. In this way, agencies will find areas of convergence, and the result hopefully will be the creation of a mechanism for cooperation and coordination. Also, by displaying a brief description of their own activities, each individual agency may be able to have itself portrayed in a new and concise format. Finally, these figures can assist agencies to discover the areas where gaps exist, areas which seem to receive little or insufficient attention, and deserve more.

The report is divided into four chapters. The first is a summary of the activities and interests of the Panel over the previous year. It describes the presentations by and to the Panel meetings; it presents a review of each of the Panel's reports and publications; and displays some of the objectives and aspirations of the Panel for 1977.

Chapter II is a brief review of Youth Participation. This subject has been a special theme of the Panel over the previous year and a subject of two reports and a national conference.

Chapter III displays the facts and figures of all Federal research for FY '76. It is divided into two sections: (1) the research on children and youth together, and (2) the research on youth (i.e., over age 10) by themselves. This chapter also includes a discussion of the current usage of tests and measures, research funding arrangements, target groups, and special foci such as education, health, juvenile justice and the like.

The fourth chapter reports facts on each member agency: their legislative mandates, current research, and their projected interests for the upcoming year. Lastly, there is a list of appendices which includes the following: how to use the information system, the names of the representatives of each agency on the Panel, and a list of all Panel publications.

The central theme reported to be on the minds of member agencies in the previous year (1975) was how the nation should raise its young people given the exigencies of an urban, industrial society.[3] In this regard, the Panel is not unreflective of the wider public interest. So this last year has been a time of serious introspection, and without embarrassment or apology, a search for insight into various notions of adolescent development. Thus, it gives us much pleasure to report, albeit briefly, on what the Panel has done, and what it has talked about.

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[3]Stephen P. Heyneman and Adele Harrell, Transition to Adulthood: Subjects of Research and Development Interest to the Federal Government with Respect to Youth. Washington, D.C.: Social Research Group, George Washington University, Spring, 1975.

CHAPTER I

Section 1: Publications By and On Behalf of the Panel

A. Sample Description in the Research Literature. In their discussions over the past several years, the Panels have suggested that the definition of concepts, measures, and research procedures should be one level of increased comparability efforts. The more precisely and clearly these aspects of the research process are set forth in reports and publications, the more easily research findings can be interpreted, compared, or replicated. Adequate descriptions of sample groups and information on demographic variables are especially crucial for meaningful generalizing of findings, and for sorting out the contributing influences of background variables. White and Duker (1973) surveyed practices for describing samples of children in psychological journals, and presented evidence that researchers need to provide more accurate and meaningful information about their samples, especially with regard to social class, ethnicity, and neighborhood.

In FY '76, a Panel study (Hertz, Hurt, Mangus & Mann, 1976) was completed which replicated White and Duker's work, using a wider sample of journals and more recent issues. The study went beyond the previous research by examining the frequency with which sample characteristics were specified within various content areas. The Panel's survey covered all of the articles published in the 1974 volumes of 24 selected journals, which met the criteria of having a research sample composed of children and youth (between the prenatal period and 24 years of age). A total of 1,353 articles qualified. Each of the articles was classified by age category and by the following areas of content: (1) physical development (disorders, disease); (2) physical development; (3) cognitive development; (4) socio-emotional development; (5) the family; (6) the broader environment; (7) intervention programs and services; (8) education; (9) health. Each article was scrutinized for information pertaining to 35 sample characteristics.

The frequency with which sample characteristics were reported in these 1,353 articles was found to be similar to those found earlier by White and

Duker. The frequencies differed across content areas, however. Studies on young children more consistently described the age, race, neighborhood, and social class of the individuals in the sample, and the grade-level from which the sample was drawn. Studies on adolescents tended to describe the grade levels of their samples in terms of broad descriptors, such as junior high school, high school, and college.

While for many other descriptors the level of reporting was found to be equivalent in both early childhood and adolescence research, adolescence studies offer more information in three of the categories examined: the sex of the sample, the time of the data gathering, and scores on standardized tests.

The survey on behalf of the Panel indicated that the number of children in the sample was specified in almost all studies, the sex of the children in the sample is specified more often than not, and the age of the children is indicated in about one-third of the articles, as is the grade level. Race and social class were reported in about one-fifth of the articles, whereas the time of data gathering was documented in only about a tenth. Other characteristics, such as ethnicity, language dialect, neighborhood, school, and parental income, occupation and education were rarely described.

Practices for reporting characteristics of samples did vary across the particular styles of research into which the journal articles were classified. Such differences are to be expected, of course. Judgments about the relevance and necessity of reporting particular sample characteristics were guided by prior theoretical and empirical work, and arguments can be made for the inclusion of certain information about the sample in one area of research, but not in another.

Thus, while the Panel's study did not necessarily identify inadequacies in reporting practices, by revealing differences, it did serve to act as a stimulus and guide for reflection on specific practices within particular areas of research.

B. Toward Comparability in Family Research II. Because of the interest in research on the family and the need for comparability, a study of 36 ongoing projects dealing directly with the family was undertaken. This

study had two objectives. One was to assess the degree to which one study could be compared to another, and the second was to disseminate information among projects so as to allow comparability-enhancing modifications.

Three major criteria, recommended by the Panels, were used in the assessment:

1) Was there evidence in the proposal that efforts had been made in research design so as to allow for alignment of results with prior studies;

2) Was the sample under investigation precisely defined;

3) Were the variables defined so that there would be understanding among researchers as to what was being investigated.

The 36 projects on the family were so diverse that they were placed into four sub-groups. They were as follows: (1) child focused studies; (2) parent focused studies; (3) institution focused studies; and (4) those studies dealing with child abuse and neglect. Only in this last category were there a sufficient number of studies for an analysis of comparability. And among these studies there was significant commonality among instruments.

The projects on the family in total used 106 instruments which we could identify. Seventeen of these were used at least in two different projects and one was used in 7 different projects.

In summary, from looking at these 36 family projects, we found that few contained a review of the literature in their proposal; that much improvement needs to be made in terms of sample definition; and that the definition of variables came closest to adequacy in terms of inter-study comparability. But even in this latter category, some improvement is in order.

C. <u>The Frequency and Quality of Measures Utilized in Federally-Sponsored Research on Children and Adolescents</u>. In addition to noting the subject matter of each funded proposal, the Panels' research assistants gathering data from the agencies were requested to note the title of any test or measure mentioned in the proposal. No effort was made to exclude

titles which were developed for use only in one particular project--such as attitudinal questionnaires or tests under construction. Consequently, if it had a "name," it was recorded. A paper, written by myself and Pamela Cope Mintz, attempted to briefly review and analyze this list.[1]

The list eventually comprised the titles of 1,570 instruments used in proposals sponsored in FY '75. Some were mentioned by many principal investigators in their proposals; others were mentioned by only one. Some tests were highly respected instruments; others were not. The question we wished to pursue was whether there would be any relationship between an instrument's quality and the frequency with which it was used. For our measures of quality we utilized the numerical ratings published by the UCLA Center for the Study of Test Evaluation. For our measure of usage we counted the number of times an instrument was mentioned in 3,538 research proposals on children or youth which were currently being sponsored by the Federal Government.

There did appear to be a positive relationship between the quality of tests and their frequency of use. But the degree was not equally as strong from one test category to another. A preference for the better-rated instruments was particularly evident with tests of academic achievement. More equivocal results appeared in tests of vocational skills and intelligence, though in certain respects researchers were definitely using the better of those available in these latter two categories.

The anomaly lay in the categories of personality tests, and in tests of reading. Reading tests were quite numerous: 65 titles appeared in the proposals and one out of every ten projects included a test of reading within it. Nevertheless, despite the common interest in gauging reading skills, there appeared to be less relationship with quality than with any other test category. With respect to tests of personality, an additional query had to be raised, for though no coefficient was statistically significant, in most categories of quality there seemed to be a negative relationship with frequency of use. If our data on the Federally-sponsored usage of reading and personality tests were representative of

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[1] The paper described here has recently been accepted for publication and will appear as follows: "The Frequency and Quality of Tests and Measures Utilized in Federally-Sponsored Research on Children and Adolescents," American Educational Research Journal (Spring, 1977).

research in general, then at the very least they would indicate (particularly in the case of personality tests) that the higher rated indices have no better chance of being utilized than those of poor quality.

Summary and Implications for Policy

These data indicate three things. First, taken as an undifferentiated unit, the better tests in general were used more often. But second, this generalization would be more true of some categories of tests than others. It is more true of achievement batteries, tests of vocational skills and tests of intelligence, in that order. Third, particular problems appeared in the use of tests of reading and of personality. In these latter two categories the higher quality tests were not used more often.

But it was not our point in this paper to suggest that all government-sponsored researchers should be using the same instruments. Nevertheless, the fact that particular areas exist (such as in reading and personality), where higher rated tests are less likely to be used, does imply that special attention needs to be paid when choosing instruments in those areas.

D. The Status of Children 1975. The first half of the 1970's saw rapid change in the condition of children in this country. The Status of Children 1975 was prepared as a brief analysis of the condition of children and their families and the programs designed to benefit them.

The publication is divided into three distinct sections: 1) demographic trends of children and families in the 1970's, 2) children of specific target populations and programs aimed at these groups, and 3) development of indices designed to measure developmental risk (as illustrated by health and educational risk) along with recommendations for service distribution. Included also are appendices which present tabular

data on children from a wide variety of Federal and private sources, and an OMB catalogued listing of Federal projects aimed at the child vis-a-vis the family.

The report drew heavily on the resources of the Social Research Group's Information Retrieval and Analysis System (IRAS), a computer-based system which compiles statistical data on childhood related subjects from Federal, state and private sources. Additional update information was obtained by direct communication with several agencies to provide the latest data available at the time of publication.

Section 2: Presentations to the Panel

Center for Census Use Studies, Bureau of the Census

Hal Wallach, the Center's Program Manager, made a presentation to the Panel at the meeting on December 16, 1975. He described the work the Center is doing in developing methodologies and technical tools to organize and display census data on children and youth using small geographical areas as the basis of analysis. The Center, he said, is also attempting to use and coordinate existing data collected by State and local authorities and by combining all three sources, eventually to perfect a system of statistical description better than any in existence.

These techniques, employed experimentally in New Haven, Los Angeles, Charlotte, Austin, and Louisville, have been used to locate areas with the most pressing need in terms of child welfare facilities, recreation, police protection, health care, and many other necessary public services. Utilizing a technique of geographical coding by block and computer graphical displays, the Center's work has been used by planners on many levels of government to decide on local priorities in public investment. Furthermore, as Mr. Wallach pointed out, the techniques of combining census and local data sources are meant to be utilized principally by individuals on the municipal or county levels, for their own purposes, to meet the needs of their particular populations of children and youth.

Division of Experimental Operations and Research, Department of Labor

At the meeting on October 7, 1975, the Chief of the Experimental Operations and Research Division, Thomas M. Bruening, reported on the breadth of youth-related research and development currently under sponsorship of the Manpower Administration (now called the Department of Human Resources), Department of Labor. Mr. Bruening mentioned that its mandating legislation, the Comprehensive Employment Training Act of 1973 (CETA) is specifically concerned with the whole transition between school

and work for all youth. What he described were the services, now known as Manpower Programs, and several current or recently completed projects involving youth research. Some research problems involved in CETA programs were mentioned: the measurement of qualitative differences between experimental and control groups; (2) the evaluation of long-term effects; and (3) how findings should be interpreted when the output measures on experimentals are higher than a control group but not high enough to be statistically significant. Recent youth-related projects have involved the following: (1) a study of youth employment problems in rural areas; (2) a longitudinal study of work experience (originally Neighborhood Youth Corps Programs) with emphasis on development of job-required skills for out-of-school and in-school youth; (3) a modular programmed learning project to test under-achieving 9th graders; (4) a vocational exploration program directed toward in-school youth to test the effectiveness of private U.S. public intervention efforts; and lastly, (5) a long-term Supported Employment project, funded jointly by the Department of Labor, the Ford Foundation, HEW, HUD, LEAA and the Special Action Office for Drug Abuse Prevention. Mr. Bruening ended his presentation by inviting those interested to obtain a copy of the Department of Labor's Manpower Research Project Book which summarizes current and recently completed Labor Department projects.

Office of Youth Development,
Department of Health, Education, and Welfare

Ms. Jeanne L. Weaver, Director of the Division of Youth Activities shared her agency's current research with the Panel at the November 11, 1975 meeting. OYD's concern with runaway youth, she said, is mandated by Title III of the 1974 Juvenile Justice and Delinquency Prevention Act. As instructed by Part B of the act, work is in progress on a one-time national statistical survey whose purpose is to gauge the incidence and explore the causes of runaway youth. The results are intended to be used in a report to Congress. She described other recent projects on runaways such as the completion and distribution of a nationwide study entitled, "The Legal Status of Runaway Children," a report of findings from the

feasibility study implementing the National Runaway Switchboard; and the development of objectives, standards, evaluations, and report forms for runaway youth houses throughout the country. Ms. Weaver noted that youth development and youth participation is an area of special attention.

Other OYD research projects have been seeking definitions of "optimal youth development," evaluating the effects of youth participation, and exploring the motivations of adults and institutions who take part in youth participatory situations. Ms. Weaver mentioned three instruments developed by OYD which could be used by local officials to plan for youth participation: a Community Resources Survey to evaluate how and what kind of services already serve youth, a System Description Instrument to test interorganizational relationships between youth services, and Impact Scales which assess the role of services in decreasing feelings of alienation, negative labeling, juvenile delinquency and the like. Information from these is expected to yield a data bank on about 20,000 individuals. Additional insight on youth participation is anticipated as a result of an analysis of six runaway youth models where youths serve as "outreach workers," as community workers, as counselors, etc. OYD, she told the Panel, has contracted for a two-part manual on youth participation to be used by adults who work in youth development programs. Lastly, Ms. Weaver described two other projects to the Panel: a catalogue of Federal Youth Programs, and an attempt to identify all the main banks of statistical data on youth in order to gauge the potential for cross analysis.

Office of Equal Educational Opportunity, Office of Education

At the meeting of September 21, 1976, Paul Miller of OEEO discussed the current activities of his agency in the area of school desegregation and adolescence. He said that the Office of Equal Educational Opportunity has the responsibility for the management of the implementation of Title IV of the Civil Rights Act. Working closely with the Office of Civil Rights, OEEO requires that all projects funded comply strictly with Title VI of that act and the Educational Amendments of 1974 and 1976. He cited recent court cases where State Departments of Education became involved in desegregating, along with the local education system.

Dr. Miller described the racially integrating school as a "frontier" in education. It is possible, he said, for his agency to trace the movement of student populations within a city with the aid of a computer system. Agreeing with an NIE analysis, Dr. Miller said that the desegregation problems are: 1) the apparent random policy of desegregation in the North; (2) segregated metropolitan housing patterns in large cities; (3) de jure segregation; (4) resistance to Federal control; (5) questioning of the educational merits of desegregation; and (6) issues of acculturization.

Dr. Miller mentioned that the Emergency School Aid Act (ESAA), contained in the Education Amendments of 1972, 1974, and 1976, legislated that all projects funded within ESAA must have student participation on advisory committees, both in the development and the operation of the project. There are now about 700 such projects in the country, involving $215 million. Each project must contain an evaluation segment for internal assessment. In addition, 1% of the $215 million is allocated for external evaluation as required by law.

Office for Maternal and Child Health,
Bureau of Community Health Services

At the meeting of August 24, Dr. Hilary Millar of the Office for Maternal and Child Health presented her recently published monograph entitled, "Approaches to Adolescent Health Care in the 1970's" (Millar, 1976). As background, Dr. Millar explained that the Bureau of Community Health Services had sponsored an interdisciplinary conference in 1973 on Youth, Health, and Social Systems. The purpose of the conference had been to explore the impact of all social systems as they affected adolescent health. Subsequent to the conference, Dr. Millar delivered a paper on the same topic at the first international meeting on the delivery of health services for adolescents. Dr. Millar's monograph is an expansion of that paper. The monograph emphasizes the interdependency of service programs, training programs and research efforts, and also provides basic descriptive information about adolescence health care programs supported by the Federal government.

Dr. Millar stated her hope that people who read the document would realize that an understanding of growth and development in the teenage period should be the core of all provision of services. She noted briefly new programs in BCHS and the agency's special interest in coordinating and strengthening existing programs, many of which were initiated under separate legislation.

Office of the Secretary,
Assistant Secretary for Planning and Evaluation

At the September 16, 1975 meeting, Mr. William Daniels of OS/ASPE described the progress in the studies which had been sponsored by the Interdepartmental Committee on Runaway Youth. The Committee had funded many projects looking at various aspects of running away: the incidence of running away, why and where youth run to, services available to runaways, and policies affecting runaways. Through a probability sample of 2,500 households in Northeast Colorado, as well as a purposive sample of households known to have experienced a runaway during a previous year, more detailed information has been gained on the relationship between running away and other deviant behavior, episodic data, and sociopsychological correlates of runaway behavior. A typology of runaway episodes was developed under the following descriptors: spontaneous, unplanned, deliberate, successful, temporary, good-time, difficult, and long-term escapist, etc. Runaway behavior was found to be associated with many kinds of things, among them were the following: (1) families characterized by higher parental indulgence of deviance, non-nurturant parent-child relationships, and greater negative labeling by parents; (2) schools with less student involvement, lower student occupational expectations, and lower student aspirations for school success; (3) youths having greater commitment to peers with high delinquent behavior, and normative peer pressure toward delinquency. Further studies are in progress to learn more about runaway behavior among minority youth. Mr. Daniels noted that a bibliography and review of the literature, which discusses the problem of defining runaways, will be distributed to the Panel soon.

Career Exploration Program,
Education and Work Group,
National Institute of Education

Ronald Bucknam made a presentation to the Panel at the April 6 meeting on the current activities in NIE's Career Exploration Division. He said that the Division had recently concluded a program known as the Comprehensive Career Education Model (CCEM), a relatively comprehensive in-school plan of career exploration and curriculum packages for professional development of teachers in career education. These materials are available from the Center for Vocational Education at Ohio State University. In addition, he said that one of the major areas in which the Division is involved currently is entitled the Experience-Based Career Education Program (EBCE). This is an experiential program, having four models, all using the community as an on-site educational resource for the provision of academic training. In each, high school level students contract for individually developed programs of study. These innovations are being measured in terms of academic achievement, acquisition of career and occupational information, and support response from students, parents, and employers.

Dr. Bucknam described a series of measurement studies with Ohio State from which a group of handbooks for career education practitioners is being developed. These are generally intended to improve existing programs and some examples are: (1) a handbook to help the local practitioner improve the quality of locally-developed instruments; (2) the development of inexpensive educational audit procedures for accountability purposes; (3) a handbook for the use and collection of qualitative data; and (4) a handbook for the use of alternative modes of program assessment. Other supported research areas involved the following: an expansion and improvement of Donald Super's career maturity index; a study to determine to what degree student characteristics such as social status of the family are predictors of future occupation or career; and a comparison of community colleges with private proprietary institutions with the same kinds of programs. Lastly, Dr. Bucknam referred to NIE's sponsorship of the National Forum on Education and Work, an annual conference whose purpose is to provide an opportunity for people in career and vocational education to meet, exchange information and keep abreast of the field.

Section 3: Special Interagency Efforts

The Coordination of Research Pertaining to Juvenile Delinquency: National Institute for Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Agency

At the Panel meetings of June 15th and July 20th, Dr. James Howell, from the NIJJDP, presented a request for the Panel to play a formal role in the coordination of research pertaining to juvenile delinquency. He explained that under the Juvenile Justice and Delinquency Prevention Act of 1974, LEAA was given the responsibility for developing objectives and priorities for all Federal juvenile delinquency programs and activities, implementing policy, and compiling an annual comprehensive plan for programs and services.

A Coordinating Council, consisting of LEAA, NIDA, HEW, HUD, and DOL, was created and as one of its first activities, adopted the following eleven research priorities:

1. a follow-up of careers from delinquency into adulthood;
2. a comparison of offenders in two cities, replicating the Wolfgang cohort study;
3. an investigation of how a cross-section of age cohort progresses from youth into adulthood;
4. an investigation of the link between youth crime and family economic opportunity;
5. a comparison of strategies of juvenile delinquency prevention;
6. special studies on youth violence;
7. an annual compilation of data on youth crime;
8. the relationship between delinquent gangs and youth criminology;
9. a comparative study of juvenile courts;
10. studies on the impacts of differing justice techniques such as diversion and alternatives to incarceration; and

11. special studies of the relationship between hard narcotics and juvenile delinquency.

The first task of the Council would be to survey the member agencies as to the extent of their current research activities in each of these areas. It was in the performance of this task that he suggested the Panel could be of unique assistance since it gathers research information from these agencies as a matter of routine. Furthermore, Dr. Howell mentioned that an additional advantage of Panel participation would be to add a broader perspective on the problem of juvenile delinquency. In response, the Panel agreed to assist the juvenile delinquency task force in any way it could and would await the receipt of a specified request and plan.

The Coordination of Research Pertaining to Education and Work: DHEW, DOL and Commerce

At the meetings of July 20, August 24, and October 19, representatives of the Interagency Task Force on Education and Work discussed their plans and priorities, and requested that the Panel act as an information base for its implementation activities. The Interagency Task Force intends to stimulate collaboration among schools, work places, community agencies, families and other institutions in the area of education and work. What was suggested was that the Panel's information system could be used in order to familiarize those involved in the Interagency Initiative with the most current research activity on the impact of work, work training, and work-study on youth development. The Task Force was interested in having reports on the research needs, ongoing programs and state-of-the-art summaries and saw the Panel as being of crucial importance as a source of information.

"The Great Debate": An Interagency Sponsorship of an Open Discussion on a Controversial Issue

The subject of Career Education is one on which experienced and reasonable individuals have differed right from its beginning in 1971. The movement has received wide and enthusiastic support from vocational education organizations, service associations (Boys Clubs, Future Farmers of America, etc.), and representatives of the business community (U.S. Chamber of Commerce, National Alliance of Businessmen, etc.). But the enthusiasm has not been universal, and the subject has generated substantial discussion both in and out of government.

Far too frequently, however, experts have talked past each other. They have used conceptual definitions which were at variance; they have fought out issues of contention in fragmented forums; and their points have been lost due to the distance in time between arguments, and the ability to travel and make them.

Both national and local governments have heavily invested their time and energies in establishing Career Education experiments. In the fall of 1976, 54 percent (9,200) of the nation's school districts had a Career Education program of one kind or another (Hoyt Memorandum, September 19, 1976:1); and many of them are considering substantial new investments in the near future. Thus, the NIE suggested that this seemed like an appropriate time for the nation to review what it has learned about the Career Education concept over the last five years by summarizing the more eloquent and forceful of the arguments, pro and con. What the Institute envisioned was a debate among those who had studied the issues carefully, and the publication of a book which would consist of their papers, and a professionally edited presentation of their verbal exchange.

At the meeting of October 19th, Samuel Phillips and Lois-ellin Datta of the National Institute, explained the purposes of the proposed debate and how and when they would like the Panel to participate. The NIE, they said, would be responsible for the identification of the issues to be debated within Career Education, the choice of the advocates representing

various positions, and the final publication of the debate's results. They suggested that the Panel assist in the administration of the debate itself. It was felt that the Panel could help by providing a neutral forum, and it was understood that the Panel would not take a position on any issue, but that the debate itself would be informative to many Agencies and consistent with the Panel's goals. The debate was agreed upon. The issues have now been identified, and NIE is in the process of choosing the most significant. The debate itself should be held in the Spring of 1977.

Section 4: A National Workshop on Adolescence Research Opinion and National Youth Policy[2]

A planning initiative is currently underway in the Department of Health, Education, and Welfare by the Office of the Assistant Secretary for Planning and Evaluation (OASPE), to define a long-range role for youth. It is within this context that OASPE and the Interagency Panel sponsored a two day conference entitled "The Workshop on Youth Research." Its purpose was to obtain a first-hand, accurate, and representative feeling about where youth research was intellectually, what it had learned over the past decade, and where it was going. An additional purpose was to receive practical suggestions for appropriate roles which government could play in youth research, other than to simply supply more funds. Specifically, OASPE was interested in ideas for coordinating and developing a "research agenda" for youth with the hope that eventually this research agenda may provide the necessary background information to develop a legislative program for a "National Youth Policy."

Participants who were selected to contribute to the Workshop came primarily from university-affiliated institutes which conduct adolescence research. Invitations were sent to the institute directors. Prior to the workshop, each participant provided a brief description of their institute, and a brief abstract of past and current research efforts. Each was also asked to respond to three preworkshop questions: What did they feel were the two or three most critical issues affecting youth research (other than lack of funds); what were the most important research questions pertaining to their institutes; and, from their perspective, what should be the focus of a research agenda for the Federal government.

Over 60 issues were raised. These included moral development, ego development, youth culture, learning opportunities (educational and developmental),

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[2]The proceedings from this forum were published in a monograph entitled: Adolescence Research Opinion and National Youth Policy: What We Know and What We Don't Know, and was authored by Stephen Heyneman and co-authored with William Daniels of the Office of the Assistant Secretary for Planning and Evaluation.

the definition of "youth", social development, socioemotional changes in and around puberty, coordination of research, dysfunctional fragmentation of social science knowledge, applied versus basic research, and crisis-oriented research, to name only a few.

From these diverse issues, four themes were identified: (1) rights and privileges versus obligations and responsibilities; (2) the role of the school; (3) "normal" youth; and (4) the relationship of the adolescence research community to the various branches of government. A question reflecting a diversity of perspectives was developed for each theme and later presented to the participants for their reactions.

The questions were as follows:

Session I: Rights and Privileges versus Obligations and Responsibilities

Question:

Since its inception, the study of adolescence has generated much reform in the areas of juvenile justice, school codes, and alterations of traditional pedagogy. Recently, however, a youth researcher has argued that non-adult populations should be denied the extension of identical rights and privileges which are held by adults. This scholar has said that: "The social movement in the United States that has as its praiseworthy objective to grant more power to powerless persons has been expanded without reason to include dependent children."

Two questions might emerge from this statement. First, do dependent children deserve rights and privileges identical to those of adults, and if not, then using your own research experience concerning adolescent maturation, what should be the reasoning behind this denial?

Second, what responsibilities and obligations to the state or community would be appropriate to expect of youth in the next decade?

Session II: The Role of the School

Question:

In the past a great emphasis has been placed upon the school as an institution; there have been numerous efforts to alter children's attitudes and life chances by investing time and effort during the time the child spends at school. Recently some scholars have expressed doubts about influencing adolescents through the classroom and its curriculum. How do you and your institute approach this question: How much effort would you place in the school? What do you perceive as institutional alternatives?

Session III: Normal Adolescence

Question:

Recently it has been argued that while the incidence of problems such as abuse, juvenile delinquency or drug addiction are alarming, still the vast majority of young people manage to pass through adolescence into adulthood without becoming one of these statistics. On the other hand, it is argued that there are additional issues (such as problems of anomie or self-concept) which are prevalent among all categories of youth. The question is this: from your experience, and from the experience of your research institute, how can one distinguish and define the problems which normally occur in adolescence from those which do not? Secondly, are there any of these normally occurring problems which might require governmental intervention?

Session IV: The Relationship of the Adolescence Research Community to the Various Branches of Government

Question:

Legislation, research policy, and program directions with respect to young children are all heavily and consistently influenced by the research and development community. Is the same equally true with respect to adolescence? If not, what steps might you suggest as appropriate to amalgamate adolescence research concerns and to communicate them?

The workshop was divided into five hour-and-a-half discussion sessions. Participants were asked to respond verbally to the four written questions above with one session spent on each topic. They had not seen the questions beforehand, nor had they previously prepared verbal statements of any kind. A fifth and concluding session, held without a written question, discussed the role of the Federal government in guiding youth policy. Thus what each of these five sessions required was simply honest and spontaneous reaction. These reactions were recorded on tape and were subsequently typed into raw manuscripts.

The summary had three intentions: First it attempted to interpret and summarize the views of the participants. Second, it hoped to clarify specific issues on which there was agreement and disagreement. And lastly, it tried to separate these two categories of issues and to contemplate their implications for a policy on youth. This was no small undertaking, for each discussion evolved its own format. Some sessions were tightly organized. In others, dialogue was allowed to float freely over new

issues or over past topics, depending upon the mood. Some sessions were marked by fatigue on the part of the participants; other sessions were characterized by genuine insight. This variance was normal, and was to be expected. But whichever form the discussion took, we put together the opinions as we heard them, and tried to present them and our conclusions simply and concisely.

WHAT WE KNOW AND WHAT WE DON'T KNOW

This section heading is a misnomer, for it is often true that to confirm the fact that we do not know something is to state a new fact that we know. In our opinion, to find out, and to admit that there is something "we don't know" is just as important a goal as to find out and to reach agreement on what we do know. So we have no apologies for the subjects on which we have no agreement and the questions for which we have no answers.

With Respect to Rights and Privileges vs. Obligations and Responsibilities

There was unanimity that healthy adolescence development should contain both elements, that these elements should be balanced, and that this balance was highly specific with respect to age, competence and community norms.

To be considered a community, whether it be family or nation, there have to be some basic, agreed-upon tenets. If there are none, then the community will cease to function as a community.

We do not know whether age or competence is the more accurate criterion for granting privileges or responsibilities. Nor do we know if competence is a function of getting older, or whether the community has to provide these experiences before a competency can develop. For example, we do not yet know whether adults derive their sense of responsibility from having had the power to make decisions for themselves as youths, or whether adult responsibility results from watching responsible adults from within non-decision-making roles as youths. The difference is crucial, and the lack of consensus on this issue is one example of something we don't know becoming in itself, something we do.

This dilemma is not likely to be solved, for clearly there is no simple answer. Young people need to experience making decisions for themselves, but young people also need social constraints. What we do know is that they need both. What we don't know is in what balance, and for whom. These are questions which the research community can help elucidate by virtue of studying precedent, but questions which the community needs to decide by virtue of philosophy.

With Respect to Normal Adolescence

An understanding was reached that most adolescents develop in ways that are not deviant, however one defines the term deviant. Most adolescents reach adulthood without having entered the juvenile justice system, without having run-away from home, and without having psychological trauma sufficiently serious to be defined as "mentally at risk."

There was a unanimous concern for normal adolescents, who they are and how they develop. And there was a genuine feeling that as a topic, adolescence has been subjected to pronounced amounts of mythology, to misrepresentation and to social prejudice; that many of these myths look upon adolescence as a period of universal "storm, stress, and alienation;" and that the perpetration of these myths has been exacerbated by local and Federal government agencies.

Thus we know that despite current waves of fear, about drugs, violence sex, non-employment, anomie or parental conflict, normal incidence is not as bad as what is feared. The need for an intelligent and balanced perspective was so pronounced on this particular issue, that we believe the subject deserves to be thought out clearly, and perhaps youth development strategies retooled accordingly.

However, to decide precisely what behavior is normal, and precisely what behavior is deviant is not easy, and the truth is that there is no simple formula for us to follow. Public opinion may differ from research opinion, and research opinion may differ from advocate opinion. The exact point at which a given act ceases to be within the range of normal and permissible, and at which it enters the deviant arena and therefore becomes unpermissible, is not a subject of consensus.

But from the discussion at this workshop we do know this much, that there are certain problems of adolescence which are normal problems and which should not be considered deviant. For example, the problems of being "in preparation" for adulthood are normal. These can include financial dependence and distance from a structure of power. Furthermore, the value of knowing that these and other problems occur normally, precludes the need to eliminate them through intervention efforts, and saves those efforts for adolescence problems more amenable to amelioration.

With Respect to the Influence of the School

From these discussions it became evident that schools, as diverse as they may be, do expose young people to the norms of work and authority. These characteristics may be in quantities which are overabundant, or insufficient, depending upon the example and upon one's personal credo. Furthermore, it is evident that schools serve both manifest and latent functions, but that for many populations and particularly middle class populations (regardless of ethnic background) the school performs surprisingly well. This opinion, it was felt, was much in contrast to popular ideology.

With Respect to Youth Policy and the Role of the Federal Government

Individuals held strong views on these issues, but there were four areas of convergence: the need to understand adolescence better and therefore the need to see it in relation to other stages of life and to give special attention to it; the prevalence of popular myths about adolescence which deserve to be exposed as such; the belief that diversity and pluralism are not only abundant, but laudable; and finally, that a more creative role that government can play is one of "facilitator" for intelligent debate.

Final Notes on Who Comes Under a Youth Policy, the Proactive Research Style, and Two Themes for a National Research Agenda

After thinking over the exchanges at this Workshop three brief additional notes were presented which related to policy. One concerned how a community might decide who comes under a youth policy. The second suggested a modest reform to publicly supported research. The third advanced two specific themes which should be included in a future research agenda.

1. Who Comes Under a Youth Policy: Conflicting Criteria for Defining Adulthood. Since the environment of each age group is different, some suggest that adolescent rights and obligations should be allocated on the basis of age categories, with each year implying an increment of some kind. On the other hand, age differences may be significant for one behavior or activity, and not for another. Deciding which individual is more responsible is complex, the concept of responsibility ranging over the following: finances, information, judgment, and impulse control. So others suggest that we allocate rights and obligations not on the basis of age, but on the basis of competency at handling these responsibilities. Nevertheless, the depth of this complexity can be illustrated if we remind ourselves that there are many "adults" who are not responsible in any of these categories of competence.

But as one participant put it, a "competency" cannot be scientifically determined, almost any kind of job can be done in some other way, and competencies achieved by some other method. Policy requires a uniform criterion, fair to everybody, and not subject to vast ranges of interpretation. So in allocating responsibility, communities are faced with a dilemma; the definition and measurement of competencies is inadequate for their use in policy, but more uniform criteria, such as age, are inadequate in scientific terms.

In deciding for whom a policy should apply, perhaps we should defer to utilizing obvious demarcations, such as legal age parameters. For however inadequate other age categories may be for explaining the activities of a given individual, the fact is that all individuals live under the rule of law, and for example, those under a given age are not allowed to legally make certain decisions independent of adult sponsorship. So in the future,

when gearing social policy to "dependent" children, legal age can be useful for defining what we mean by dependent, for it has legal behavioral implications which are, in point of fact, universal.

2. Proactive Research. Current publicly-sponsored research on adolescence contains inherent partialities resulting from its processes of sponsorship. Popular pressure builds up to "solve" whatever is currently perceived as a crisis; legislation is sponsored which mandates one or another branch of the administration to discover the problem's prevalence, causes, and solutions; and subsequently funds may or may not be allocated to it. Funding will frequently depend upon the perceived level of crisis, and this can create pressure on the responsible research branch to magnify its prevalence. This process has occurred with respect to problems of runaways, drug use, adolescent pregnancies, school dropouts and teenage unemployment, all independent from each other. From this process emerge three effects. First, the amount and nature of the research sponsored is partial to deviant behavior. Second, this process hinders the search for common causes while it divides problems according to short-term pressure and administrative organization. Third, this style elicits duplication of effort, divides support (e.g.: drug use vs. runaway behavior as the most pressing problem), and therefore wastes resources.

Instead, consideration should be given to conducting research "proactively," rather than maintaining this traditional process of "reactive research." Proactive research might do things differently in two ways: it would attempt to systematically investigate the linkages among problem behaviors; and secondly, at the same time it would investigate the linkages among normal behaviors. A proactive approach would not ignore valid and significant differences in behavior (not all runaways are drug users or vice versa), and simplistically assume single causes for diverse phenomena. What proactive research would do, however, is to investigate whether common causes and common solutions do exist; it would spend a reasonable amount of energy investigating why and how young people are socialized into becoming healthy adults. Simply put, proactive research would attempt to understand the processes of adolescence, attempt to help the socialization to adulthood however possible, and most importantly, it would attempt to take steps ultimately to prevent problems over the next

decade, which through traditional reactive research planning, wouldn't have been anticipated.

3. A Research Agenda for the Future. - One purpose of this Workshop was to help generate a future direction for youth research. But several elements which were introduced at the Workshop should be mentioned by way of an introduction. First, a research agenda should never pursue an idea in which there is no genuine question. Admittedly, no research or researcher is separable from personal preconception and precommitment. Nevertheless, a research agenda should not be organized around a theme to which all participants know the answer, nor should that theme contain the simple purpose of generating proof.

Second, a research agenda should be specific enough theoretically so that it has intellectual cohesiveness. But no theme should be so specific that it is destroyed by disputed elements, or so microscopic so as not to engage a variety of participants, i.e.: so as not to "carry it to port." For example, the change in mean age of puberty should not be a theme for a research agenda on youth. That theme would fail, not for lack of a clear research problem, but for the lack of genuine and diverse participation.

Third, one of the functions of any government-sponsored research agenda should be to raise the quality of the public debate. This is not to imply that only through the government can discussion be intelligent. Clearly that is not the case. What this implies is that for the most part, the debates over important themes in youth research are diffuse, are spread throughout academic journals and conferences, widely separated by time and by the financial ability to travel.

This could be overcome by government. One function of any research agenda should be to sponsor public forums, or "science courts" for very specific issues in adolescence research. Through debate, where sides genuinely differ, a research agenda can come to some valid conclusions, and program policy can benefit by recommendations which are carefully constructed.

Themes for a Research Agenda

From this Workshop, two themes seemed to emerge which met the criteria for a viable research agenda; one had to do with rights and obligations, the second had to do with the notion of community. Both issues are real, and tap the commitments of a multitude of researchers, professionals, politicians, and the public. Both contain genuine questions and are not issues which need supporting evidence in order to justify a new idea for a program. Both contain elements which would be subject to substantive debate, which lend themselves to public attention, and which deserve to be elevated and facilitated by government.

1. Which Rights, Which Obligations, and When. This theme is eternal, but the fact that it would be unreasonable to expect a simple answer does not in any way deny the need for answers to elements within it. We illustrated this by giving two examples.

a. We know for a fact that even in the most compromising of "inner-city" milieus, the majority of adolescents in school are not "terrorists". Furthermore, we also know that social disruptions in a classroom can come to be tolerated to such a point that those who wish to learn cannot. Whenever these two assumptions pertain, then the question to be raised by society is when and under what circumstances the minority should be confronted with their social obligations (even if it implies classroom exclusion), so that the rights of the majority to learn can be protected.

b. An adult woman now has the right of control over her own body, and pregnancies can be terminated under specified conditions. On the other hand, despite the general diffusion of control devices, the rate of adolescent pregnancies has increased dramatically. The question is this: does the teenage pregnant woman have the same rights as an adult pregnant woman? Whether the answer to this is yes or no, there is a second question, does an adolescent have the right to family planning irrespective of parental opinion?

Under the broad theme of rights and obligations would fall many other issues discussed at this Workshop: how to define deviancy; whether to treat adolescence differently from youth; if it is more meaningful to

allocate responsibility by virtue of having reached a "stage," by having demonstrated a particular competence, or by virtue of attaining a certain age. Within this discussion too lies the ultimate question to be faced: whether society should give kids power, or whether society should not give kids power, and under what circumstances; whether and under what circumstances society should provide kids with more privileges, and whether and under what circumstances society should make more demands upon them.

2. Notion of Community. Community is a much-used word. It has appeared in education ("community-controlled"), in the planning of Model Cities (elected representatives of the "community"), and in criteria for public agencies serving status offenders ("community-based"). Nevertheless, though the use of the word has implied that these organizations contained basic agreed-upon tenets, those tenets have not always been clear, and on occasion did not exist.

We know that a sense of "community" does exist, but that it may not be geographical. Its most fundamental element is kinship. But there are also more aggregate elements to a successful sense of community. These might be represented by religious, ethnic or political identifications, and sometimes even by organizations to rid groups of particular problems (Alcoholics Anonymous, Weight Watchers, etc.). The common element is that successful individuals are transcended by a social more, and do not permit themselves to act as individuals in isolation from the expectations of those whom they respect. This is the notion of community. It has been found to be useful for understanding why some children perform better in school, why some kids don't commit crimes, and why some families stay together. It touches much of the research on education, juvenile delinquency, occupational attainment, and youth participation. We think it is time to explore it, collate as much information as we can about it, and come to a better understanding of how it works in families and how it works in larger groups.

There may be other themes to be derived from other workshops. But these two are not inconsiderable undertakings. They do not necessarily imply massive amounts of new research or program support. What they do imply is a new coordination of existing ideas and arguments. At the commencement of the workshop we pointedly asked the participants what the

role for the Federal government might be, other than to provide more monetary support. In short, this was their answer.

Section 5: Panel Outreach Efforts: A Workshop on Research and Policy Needs with the State of Texas

Background

The Interagency Panels have sponsored many activities to explore and classify important questions of policy which can be addressed by their member agencies. The Panels have concentrated particular attention on research issues pertaining to youth participation (in the case of the Adolescence Panel) and the ecology of childhood (in the case of the Early Childhood Panel). As an aid in identifying and defining current social problems and research needs, the Panels have sought increased interaction with groups of "consumers" of research information from across the nation. Consumers of research findings comprise a heterogeneous group of individuals and institutions, and include the following categories: researchers, practitioners in such fields as physical and mental health, welfare, and education; administrators, legislators, and decision and policy makers at the national, state, and local levels; and parents, as well as others.

The Workshop on Research and Policy Needs was the Panels' first effort to meet with consumers other than researchers and practitioners. The consumer group which participated in the two-day discussion with Panel members and other interested individuals from the Federal agencies was the State of Texas, represented by ten individuals from the Youth Services and the Early Childhood Development Divisions of the Texas Department of Community Affairs, the Texas Department of Health Resources, the Texas Department of Public Welfare, the Texas Youth Council, the Texas Legislative Budget Board, the Texas Office of State/Federal Relations, Child, Inc. (Austin, Texas), and the University of Texas at Austin.

Prior to the workshop, copies of the two Panel reports entitled "Matrix of Issues Relating to Ecological Studies of the Child" and "A Subcommittee Discussion of Youth Participation: The Interagency Panel's Subject Focus in its Effort to Increase Research Comparability" were distributed to the Texas participants. They examined these matrices of research issues and in turn developed their own compendium of research

and policy needs. Their document, entitled "Texas Research Issues," contributed the sets of issues and questions which were used as the foci of the workshop discussions.

Organization of the Conference

The workshop was held on May 6th and 7th, 1976. The participants were welcomed at the opening morning session by Dr. Edith H. Grotberg, Chairperson of the Interagency Panels, who reviewed the history of the Panels, and explained the Panels' continuing efforts to coordinate research on children and youth. During the remainder of the morning session, the participants from Texas provided background information on their state agencies and institutions, and identified some of their major needs for research information.

During the afternoon the participants divided into three discussion groups, organized around different sets of issues: (1) early childhood conditions and early intervention/later outcomes, in the context of the family; (2) community-based services for delinquent youth/school truancy; (3) educational questions relating to reading and classroom conditions/handicapping conditions and the effective use of educational resources. The participants reassembled in a plenary session the next morning, at which time reports on the group discussion were presented, and final comments and recommendations were made.

Summary of Recommendations

Three general recommendations for future Panel actions were made in the closing session, and are presented below:

1. The Interagency Panels will examine researchable issues identified by the Texas administration and researchers, in order to determine how they fit into the Panels' matrices on youth participation and ecological research, and to identify the particular Federal agencies which can address the different areas.

2. As a way of meeting the information needs identified by the Texas agencies, syntheses of ongoing research in several areas will be prepared. The three areas selected are infant mortality, delinquency and handicapping conditions.

3. Contacts between the Panels and the Texas State agencies will be strengthened in order to provide a more effective and continuous exchange of information about agency research activities, priorities and plans.

These three activities have been initiated and will be carried out over both the short and long term. The first two can be accomplished in the immediate future, and the third will be pursued on a continuous basis.

CHAPTER II

YOUTH PARTICIPATION: A SPECIAL THEME OF THE PANEL

In pursuing the goal of encouraging Interagency coordination and research comparability, the Panel considered a half-dozen research themes. In its estimation, each was intellectually cohesive and yet sufficiently broad to insure the involvement of all its member agencies. After debating those which dealt with issues such as "violence" or "normal adolescence," the Panel chose to focus special attention upon Youth Participation, and decided to spend some time exploring four of its facets: its definitions, assumptions, practices and hypothesized effects.

Consequently, discussions of how youth can, should, and do "participate" have been conducted at the last 12 meetings and at four sub-committee meetings. The dialogue has benefited by considering the opinions on the part of many agencies who have long experience in youth participation issues (including NIE, NIMH, ASPE, and OYD) and two non-government experts: Timothy Brennan from the Behavioral Research and Evaluation Corporation in Boulder, Colorado, and Donald Thomas from the School of Education at American University.

Theoretical ideas and factual information were adapted from each of these sources as the Panel slowly developed its own "framework" or "matrix" which it could use to coordinate all the discussions about the subject in all the agencies. This document ultimately contained a definition of Youth Participation and described three distinct ways in which it exists, a rationale for sponsoring it as an intervention effort, and a scheme into which issues and research questions about it could be classified.

One point of divergence in the styles of youth participation centered around the amount of control and the number of options which non-adults should have or should not have, and under what circumstances. These differing rationales for differing modes of youth participation were addressed specifically at the Panel-sponsored Youth Participation forum on November 22 and 23. Furthermore, the Panel has already made progress in categorizing the most salient areas of youth participation research. This categorization

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[1]The document was written by Stephen Heyneman and Donald Thomas and entitled: A Generalized Matrix for Research on Youth Participation, Social Research Group, George Washington University, Washington, D.C., January, 1977.

used a matrix of issues which included the school, the family, the work place, and health care and other community institutions. So important have these discussions been that the Panel's final presentation of the modes of youth participation styles and the matrix of youth participation research issues are presented here.

Modes of Youth Participation

Whenever youth act, or participate, they can do so in any of three ways. These modes, or styles of participation have existed to one degree or another in both theory and practice since the beginning of the century, and have been contemplated as ingredients of youth policy in many countries.

1. Youth Controlled Mode

When youth make all the decisions for themselves, control their own institution and run its affairs without adult leadership or sponsorship, this is youth participation in the extreme. It must be initiated by youth themselves and must remain independent of adults or other institutions in the community. Examples are rare, but when they do occur, when youth can be found controlling their own institution entirely independent of adults, their decisions have determined the direction to their lives, and consequently have led to either beneficial or to destructive consequences in sometimes radical form. On the one hand, youth-controlled activity has led to gang actions in which non-members have been terrorized. But on the other hand, as in the case of the youth group meeting on Mt. Hoche Meissner In Germany in 1910, it has led to a revitalized spirit and a profound sense of dedication to mankind.[2]

2. Adult Required Mode

In families, one frequently can find that participation on the part of youth is required, without their having a choice, and on occasion,

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[2] Gisela Konopka and Diane Hedin, "Restive Youth Here and Abroad," Paper presented to the Annual Meeting of the American Orthopsychiatric Association (March, 1969), p.5; See also: Walter Laqueur, "The Uses of History: Hippies and the New Left of Yesteryear," Current, 93 (March, 1968).

without their having a role in deciding what they are to do. Youth are given responsibility and tasks to perform either because their contribution to household maintenance or care of younger siblings is so necessary that the family would be burdened without it, or because in exchange for the parental legal obligation to provide the youth with food, clothing, shelter, medical care and other necessities of life, to require some participation is morally and legally right.[3] When families were larger and more engaged in agriculture, this mode was the norm. But in recent years, this required mode has been neglected--particularly in public policy. For example, the 1973 Panel On Youth Report recommended that today's youth should engage in more participatory experiences, but it was criticized for omitting the adult-required way to do it.[4] Among other researchers, the child psychologist Diana Baumrind suggests that this mode is essential for healthy adolescent development. Following praise for advancement in women's equality, she has said that

> the social movement in the U.S. that has as its praiseworthy objective to grant more power to powerless persons has been expanded without reason or logic to include dependent children. . . .The effort on the part of many "liberated" adults and communities to provide adolescents with a plethora of unreal options effectively neutralizes the efforts of other adults who would require of youth that they reciprocate for services received with something of value. . .[5]

Furthermore, in addition to the adult-required style of youth participation which is demonstrated within families, one finds that many other community institutions regard participation on the part of youth as essential

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[3] One legal principle governing parent-child relationships is that, except in the instance of child "emancipation," the parent has the legal right to retain the services of the child. See: Herbert W. Beaser, The Legal Status of Runaway Children, Final Report to the Office of Youth Development, April, 1975, p. 31.

[4] For this and other issues surrounding the Panel On Youth Report see the Adolescence Panel's Third Annual Report (1975), Chapter 2, or "Continuing Issues in Adolescence: A Summary of Current Transition to Adulthood Debates," Journal of Youth and Adolescence, forthcoming (December, 1976).

[5] Diana Baumrind, "Utopian Fantasy and Sound Social Innovation," School Review (November, 1974), pp. 79, 81.

for their maintenance and justifiable in exchange for youth privileges and opportunities.[6] This is the case among countries in Africa where school children are required to teach others how to read; within Israel's kibbutzim where youth as well as adult labor is needed; in all countries that maintain compulsory military services; and among religious communities such as the Mormons or Black Muslims, who require certain activities from their youth as a normal part of community membership.

From the point of view of public policy, there is genuine disagreement on the degree of youth participation that adults or community institutions should require, when, and under what circumstances. At its best, the mode of adult-required participation would lead, as Baumrind suggests, to socially responsible behavior by youth knowing that they are wanted, needed, and that they belong. At worst, the adult-required mode would be characterized by irrational authoritarianism. Rightly or wrongly, adolescent rebellion has sometimes been attributed to adult authoritarian behavior. Obviously, unreasonable and arbitrary employment of authority by adults can stimulate equally undesirable responses from youth. Thus, if applied in an oppressive or inequitable fashion, the adult-required mode of youth participation could lead to negative self-image, negative social attitudes, and to alienation. The task, therefore, is to keep track of future research as it supplies insight as to how much required youth participation is appropriate, and under what circumstances.[7]

3. Youth Sponsored Mode

When youth are given the opportunity for participation by helping to make family decisions, the extent of their influence is negotiated depending perhaps on their age, and the issue at hand. When youths are given the opportunity to help run school disciplinary committees, juvenile courts, school boards, small businesses, runaway centers, drug control programs, day care centers, or Scout and Outward Bound training programs, they are being assured of meaningful participation in crucial institutions, but not ultimate control. They are given varying latitudes of authority based upon a

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[6]Diana Fussell and Andrew Quarmby, Study-Service-A Survey (Ottawa, Canada, International Development Research Institute, 1974), p. 24.

[7]Edward Wynne, "Adolescent Alienation and NIE Policy," Report to the National Institute of Education, Spring, 1976; and "Adolescent Alienation and Social Policy," Teachers College Record, September, 1976.

mixture of precedent and negotiation. But adolescents under 18 are not allowed legally to have property, make a will, act as business agents or fiduciaries, hold public office, vote, or enter into business partnerships, and therefore all financial and legal obligations of their participation ultimately have to reside in adults. Because of this, regardless of how much authority youth are given, it is sponsored authority, and the perimeters of their decision-making are always identifiable.[8]

Nevertheless, this mode of experience has been considered so important that it has been suggested as a universal addition to full-time classroom schooling.[9] It differs from the other modes of youth participation in two ways. In contrast to the adult-required mode which considers the group or the community to be the first priority, the sponsored mode justifies the experience as being primarily to benefit the youth's education. And in contrast to the rare and isolated incidences of the youth-controlled mode, this third style of participation is sponsored by adults and conducted in a context where the extent of youth decision-making authority can be negotiated.

What is important is that the hypothesized effects from each mode of youth participation overlap considerably. Whether youths participate by forming their own institutions independent of adults, or shoulder responsibilities as a result of parental or community obligations, or experience decision-making roles in sponsored contexts, the proponents of each mode hope that youth will feel less anomie, less normlessness, and more social commitment. In sum, it is hypothesized that given appropriate participation, youth will develop more positively and become more responsible and satisfied adults than those who have had a more passive youth experience.

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[8] Herbert W. Beaser, Final Report to the Office of Youth Development, op cit., p. 33.

[9] This, of course, is the fundamental recommendation of the Panel on Youth. Transition to Adulthood, Washington, D.C.: U.S. Government Printing Office, 1973; but its purposes are supported by other policy reports. See: Gisela Konopka, "Requirements for Healthy Development of Adolescent Youth," report to the Office of Child Development, reprinted in Adolescence VIII (Fall, 1973).

Examples of Youth Participation Questions Derived from the November Conference

Questions on Theory

1. In what areas/ways are children now considered as corporate legal entities in and of themselves?

2. When is it appropriate to maintain inequality for all adolescents as a group? When is it appropriate to foster inequality among adolescents on the grounds of particularistic characteristics (i.e., characteristics with which they were born)? And when is it appropriate to foster inequality among adolescents on the basis of universalistic characteristics (i.e., achievement)? These three questions might be presented as follows:

The Basis of Inequality	Example
A. All non-adults as a group	Should non-adults be sued; tried as adults; taxed by way of national service?
B. Particularistic characteristics	Should more costly services be provided for the handicapped? For minorities? For 'ethnics'? For the poor?
C. Universalistic characteristics	Should special programs or honors be given to those who are best in music; science; track; irrespective of who they may be or what special encouragement they might have had from their families?

3. Is it possible to define what "healthy" means, given the fact that we have a pluralistic society? Or do we not have to resign ourselves to defining what is not healthy?

4. Can one operate policy on the definition of just one aspect of healthy adulthood (such as flexibility) instead of having to agree to all aspects of healthy adulthood?

5. Is there any age, whether it be 8, 21, or 40, that does not appear "young" to those who are older?

6. Do children want to be "age-integrated" or do they like it when they are "segregated" by age? Is there more or less age segregation since the last century?

7. When young people segregate themselves on playgrounds and elsewhere, is it on the basis of age, or on the basis of friendships?

8. Do younger children like being controlled by older children any more than they like being controlled by adults? Do older children like being controlled by younger children?

9. Is youth participation to be valued because it is inherently good, or is it to be valued because it will produce a good outcome?

10. Have "role models" for youths decreased or increased in the 20th Century?

11. In non-industrial societies is the sense of inefficacy as closely associated with parental socioeconomic status as it is in industrial societies?

12. Is having a sense of being small a normal feeling to have in a democracy--a system in which no one has ultimate power, and all of those who possess it, have it only on loan?

13. Can a youth (who is not elected) represent the views of "youth"?

Sample Questions on the Family

1. If youth diverge from parents, what motivates parents to maintain fiduciary responsibility, particularly if such responsibility is premised upon the expectation of promoting a continuity of values?

2. Is it true that the state has taken over many of the functions of the family? Or has the state taken over functions that used to be fulfilled, not by the family, but by the Church?

3. How and when did the state become involved in socialization? Did it, in fact, "wrest" that authority away from the family, or did it have that authority thrust upon it, by virtue of the family's changing status and inability to maintain previous levels of responsibility?

4. Questions on why a child would not be compromised by maintaining the privilege of parental authority:

   A. Do parents have more expertise?

   B. Do parents have natural rights of authority?

   C. To what extent are parents obligated by society to act in a fiduciary role?

   D. To what extent must parents provide economic resources for survival?

   E. Is there some intrinsic value involved in obedience to those who provide fiduciary and economic support?

5. Is maintaining parental authority linked to conservation of the family as a unit?

6. In which ways would a "pro-family" policy conflict with a "pro-youth" policy?

7. Since childbearing is more optional now (birth control technology) are today's children more wanted? Does this "wantedness" predict a resurgence of the family?

8. Can youth participation in a family:

   A. Increase supportive and affectional love-giving?

   B. Assist the family economically?

   C. Challenge or legitimate conventional wisdom?

   D. Affect future child-rearing practices on the part of the child?

Sample Questions on the School

1. Rationales for youth participation commonly include the need of youth to manage their own affairs, to experience concentration on a single activity, and to tackle responsibilities which affect others. Are schools deficient in providing these socializing activities?

2. Can youth participation activities have inherent educational value?

3. Should children be given school credits for youth participation activities? And if so, by what criteria and under what circumstances?

4. Should youth participation be instituted when youths are not successful at schooling (i.e., when youths are doing poorly in school); or should youth participation be instituted only after youths are successful at schooling?

5. Can the schools take on any new goals involving youth participation, or are they overloaded already?

Sample Questions on the Workplace

1. What does the lack of community imply?

2. Can youth be expected to contribute to the delivery of social services? Effectively?

3. Are youth a resource for society? If so, what kind? If not, why not?

4. Wouldn't money for youth participation be utilized for the wider purposes of communities if it was not channeled through the school system, and instead through City Hall?

5. What kinds of conflict are generated between the state's role in preventing exploitation of children and the state's capability of integrating children into nonisolated roles in society?

Sample Questions on Methodology

1. Would knowing all the possible negative effects of youth participation help us to understand it and its dangers better?

2. Who should approve what research instruments the government is permitted to use: a government agency or the scientific community?

3. Is it possible to predict local employment opportunities realistically?

4. What can we learn from other societies about youth participation?

5. Can one develop project standards without defeating objectives or relinquishing creativity?

6. What kind of valid pretest might be devised for compulsory service programs?

7. What could we learn about youth participation if we were to apply the principles of research comparability (common definitions and methodologies) to similarly sponsored work/service and education projects? Among the programs to be studied might be the following: The Neighborhood Youth Corps and the Summer Youth Program (DOL); The Youth Challenge Program (ACTION); Experienced Based Career Education (NIE); and the College Work-Study Program (OE). In every case, even where it is not an official program goal, a common set of criteri would be measured, and these would include: work experience, career exploration, self-worth, civic pride, income transfer, skill acquisition, the value of work or service, employability, and declines in juvenile delinquency or deviant behavior. By permitting the variety of youth programs to be directly compared with one another, decisions might be made about program consolidation and about the targeting of programs for maximum effect.

CHAPTER III

PATTERNS OF FEDERAL RESEARCH IN FY '76

Section 1: Patterns of Research on Both Children and Youth

This fiscal year 26 agencies in the Federal government are sponsoring 4,406 research projects on children and youth and expending $459,499,143 for that purpose. The number of projects is an increment over what it was in FY 1975 (3,498) and again, over what it was in FY 1974 (3,116).[1] These trends are displayed in Figure 2. From this figure one can see also that the levels of early childhood and adolescence research activity relative to each other, have been relatively constant from year to year. In FY 1973, there were 7.9 percent more early childhood projects than adolescence; in FY 1974, the difference was 8.5 percent, in FY 1975, 11.3 percent, and this year it was back down to 9.2 percent.

Table 1. In the first table the number of projects on children and youth are displayed for each agency, and for the total across the government. The figures are divided into four categories:

(a) Children and Youth refers to research and development projects on children from prenatal to age 24 (when still in an educational institution) or to age 21 (when not).

(b) Early Childhood refers to research and development which affects children between birth and age ten.

(c) Early Childhood Only refers to those projects in category (b) which do not affect any child over the age of ten.

(d) Adolescence refers to research and development on young people between age ten and age 24.

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[1] One factor that might influence increases at least in the number of projects is the change in the fiscal year definition (from July 1 through June 30 to October 1 through September 30). To make this change it was necessary to create an additional quarter, now called the transition quarter. The official policy of OMB was to consider the transition quarter as part of FY '76. Therefore, additional funds allocated to and spent by the agencies over this period are considered FY '76 funds. Nevertheless, the transition quarter in FY '76 does not affect the proportional changes in particular subjects which are noted in the tables.

(e) Adolescence Only refers to those projects in (d) which do not affect any child under age ten.

In both adolescence and the total on children and youth, the agency sponsoring the most numerous projects was the National Institute of Mental Health (NIMH); for early childhood it was the Office of Bilingual Education (OBE. The National Institute of Education (NIE) is sponsoring a large portion of the projects in both categories as is Right-To-Read and other agencies within the Office of Education. In fact, if OE is counted as one "agency," it would account for more than one-half of all the projects in the Panel's file, a proportion which has not altered significantly since FY '73.

Table 2. This table has four sections: (1) funding arrangements, (2) primary research purpose, (3) methodological designs, and (4) prevalence of measures used. Each of these in turn is broken down into the three categories of research on all children and youth, on early childhood, and on adolescence.

(1) Funding Arrangements. Most projects are arranged through the process of a grant for which there has been competitive bidding. This was the case in 58 percent of the early childhood projects and 61 percent of the adolescence projects. In all, better than 80 percent of the projects are arranged through the grant process, competitive and non-competitive. Small percentages of the projects are funded through inter-agency agreements, or through intramural research procedures. The number of early childhood intramural research projects is not quite double that for adolescence.

(2) Research Purposes. Between 35 and 40 percent of the approved projects are funded for the purposes of research demonstration and utilization. Basic and applied research make up approximately equal proportions (about one-fourth for each), while the areas of research policy, support, and evaluation account for between three and six percent each.

(3) Project Design. Since this category and that of measures, do not contain mutually exclusive codes, these methods do not add up to 100 percent. Nevertheless, seeing their distribution is instructive. Between 38 and 45 percent of the projects contained a pre- and post-test design; between nine and eleven percent contained longitudinal elements; and between 12 and 14 percent utilized cross-sectional survey methods. Small portions (between one and three percent) utilized multi-disciplinary,

cross-cultural, or individual case-study techniques.

(4) Measures. Between 17 and 20 percent of all projects use questionnaires; between 8 and 13 percent use observation techniques; and between 14 and 19 percent use interviews. These proportions are approximately the same as the years before. In addition to the information above, the Panels keep a record of each measure the projects list for use, and whether that name appears on a referenced list of measures developed over the previous two years. Those that do are said to contain a "named reference measure", those that mention a measure new to us are said to contain a "normal unreferenced measure." Approximately 28 percent of all the projects list a named referenced measure, and 23 percent an unreferenced measure. The number of projects using either was higher among projects on early childhood than among projects on adolescence.

Table 3. This table displays all of this year's research by its "primary focus", i.e., its principal purpose. Each project is placed into one of seven categories of purpose, or sub-purpose. The seven primary categories are those of development, family, social environment, health and welfare, education, juvenile justice and research methods. Each project is assigned to one and only one of these "primary foci"; so therefore all categories are mutually exclusive of one another.

It is obvious from this table that those which focus primarily on educational institutions make up the majority in both numbers of projects (55.9 percent), and in amounts of funds (68.5 percent). Moreover, within education, the largest single identifiable sub-category[2] is that of elementary education. This year there are 542 projects on elementary education, accounting for an expenditure of $91.2 million.

In addition to research and development projects on education, the Federal government is sponsoring 987 projects on child and youth development, 130 on the family, 489 on health and welfare services, 59 on juvenile justice, and 132 on research and research methods.

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[2] Any project which could not be clearly identified and placed in a sub-category was placed in one of the seven primary categories. This is why the number and percent figures for the sub-categories may be less than those for the primary category as a whole.

Figure 2
Number of Projects in the Interagency Panel Information System between FY 73 and FY 76

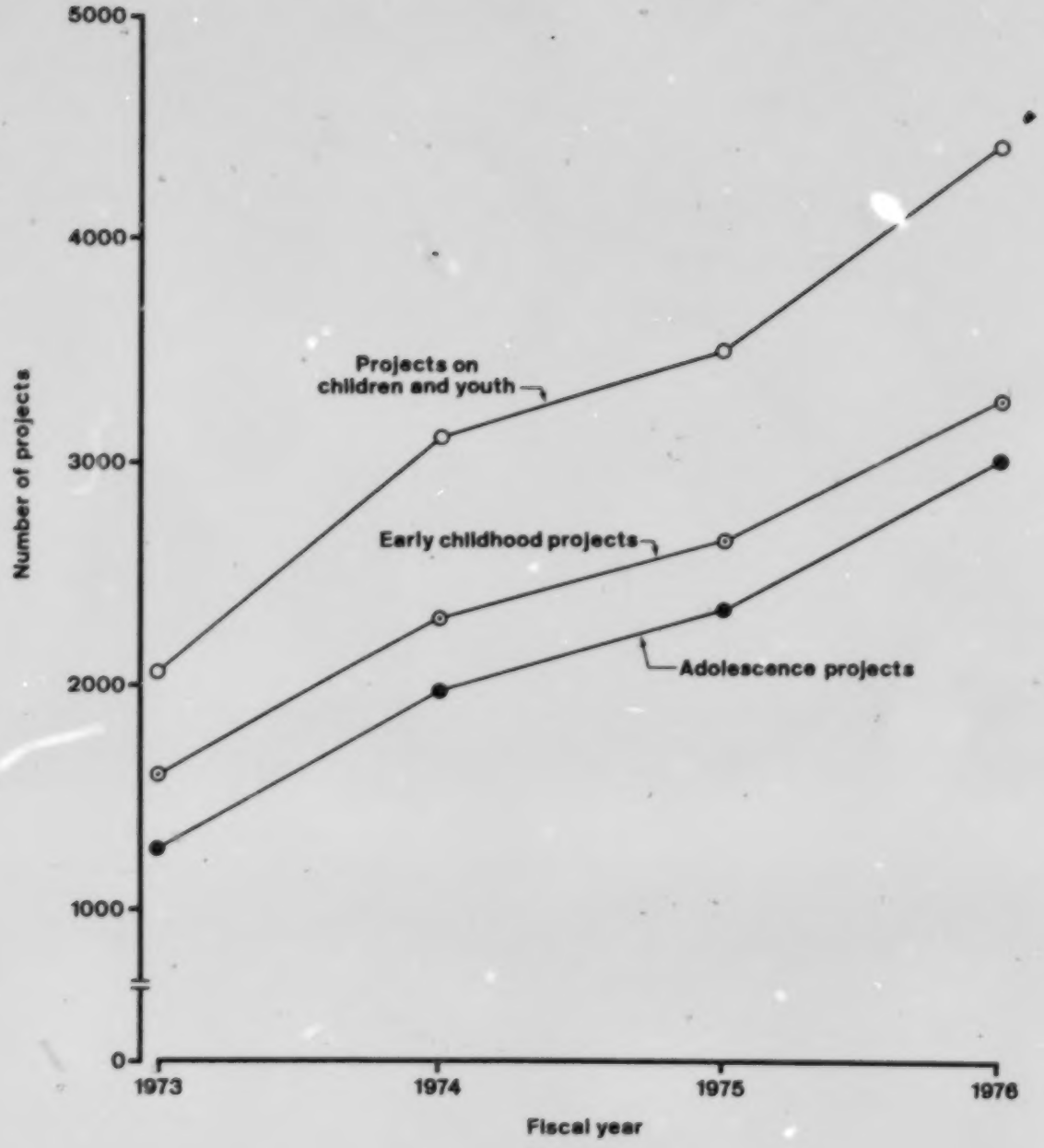

Table 1

Federal Research Activity on Children and Youth in FY '76

Agency	Children and Youth	Early Childhood	Early Childhood Only	Adolescence	Adolescence Only
DHEW					
ASPE	3	-	-	3	3
OYD	14	-	-	14	14
NICHD	454	356	356	98	98
NIMH	618	390	136	482	228
NIDA	155	33	5	150	122
NIAAA	45	17	3	42	28
NINCDS	93	83	37	56	10
BCHS	63	61	39	24	2
SRS	23	22	10	13	1
NIE	459	362	56	403	97
OCD	226	216	78	148	10
RSA	11	6	-	11	5
NCES	41	30	18	23	11
Office of Education:					
OPBE	41	32	4	37	9
BOAE	227	80	-	227	147
BEH	429	370	221	208	59
OIE	204	161	26	178	43
R-to-R	256	214	40	216	42
BESE	298	264	210	88	34
OBE (bilingual ed)	502	431	125	377	71
OCE	48	33	2	46	15
DIE	31	23	3	28	8
OE total	2,036	1,608	631	1,405	428
USDA	129	79	34	95	50
DOL	19	3	-	19	16
ACTION	5	-	-	5	5
LEAA	12	11	-	12	1
TOTAL	4,406	3,277	1,403	3,003	1,129

Table 2

FY '76 Federal Research on Children and Youth
By Project Administrative Characteristics

	All Federal Research On Children and Youth		Early Childhood		Adolescence	
	%	(N)	%	(N)	%	(N)
I. FUNDING ARRANGEMENT[a]						
Agreement	1.3	(59)	.9	(31)	1.7	(52)
Contract	13.7	(605)	14.1	(463)	15.7	(472)
Competitive	6.9	(303)	6.7	(218)	8.5	(256)
8-A Minority	.0	(2)	.0	(1)	.1	(2)
Sole Source	3.7	(161)	4.3	(140)	4.3	(129)
Grant	83.0	(3,655)	82.6	(2,708)	81.0	(2,434)
Competitive	57.3	(2,523)	58.4	(1,914)	60.5	(1,817)
Non-competitive	17.4	(768)	17.3	(568)	12.1	(363)
Intramural	2.0	(87)	2.3	(75)	1.5	(45)
TOTAL	100.0	(4,406)	100.0	(3,277)	100.0	(3,003)
II. RESEARCH PURPOSES[a]						
Basic Research	24.2	(1,065)	22.8	(748)	20.3	(609)
Applied Research	24.4	(1,073)	22.3	(730)	25.9	(779)
Evaluation	5.1	(225)	4.6	(150)	5.7	(172)
Support and Utilization	6.1	(270)	6.9	(226)	7.7	(230)
Policy Research	3.4	(151)	3.7	(122)	4.6	(137)
Demonstration/Utilization	36.8	(1,622)	39.7	(1,301)	35.8	(1,076)
TOTAL	100.0	(4,406)	100.0	(3,277)	100.0	(3,003)
III. DESIGN OF PROJECTS[b]						
Longitudinal	10.9	(480)	10.2	(335)	9.0	(281)
Pre-test, post-test	42.2	(1,859)	45.2	(1,482)	38.3	(1,151)
Individual Case Study	1.8	(79)	1.9	(62)	1.5	(46)
Multidisciplinary	3.0	(131)	3.4	(112)	2.7	(81)
Cross-Cultural Research	1.5	(67)	1.4	(45)	1.8	(54)
Survey	14.6	(643)	12.0	(393)	17.3	(520)
IV. MEASURES USED[b]						
Observation	11.6	(513)	13.4	(439)	8.8	(265)
Interview	17.3	(762)	14.5	(476)	19.7	(592)
Questionnaire	19.7	(870)	17.0	(558)	20.8	(624)
Named Reference Measure	28.5	(1,255)	31.0	(1,015)	25.6	(769)
Named Unreferenced Measure	23.0	(1,015)	24.1	(790)	21.0	(632)

[a]Each project has one category of funding and one category of research purpose. Thus, within I and II, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

[b]The descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

Table 3

FY '76 Federal Research on Children and Youth
By Primary Focus

Primary Focus[a]	Percentage of Projects %	(N)[b]	Percentage of Projects %	($)[c]
Development	22.4	(987)	12.1	(55,419,828)
Physical Development	9.0	(397)	5.8	(26,569,958)
Cognitive Development	7.2	(318)	3.5	(15,927,109)
Socioemotional Development	4.1	(182)	2.0	(9,147,753)
Family	3.0	(130)	2.0	(9,361,788)
Broad Social Environment	3.3	(146)	2.4	(10,977,314)
Health and Welfare Services	11.1	(489)	12.3	(56,548,967)
Day Care	.7	(29)	.5	(2,244,323)
Health Care	6.4	(282)	6.2	(28,410,067)
Protective/Advocacy Services	2.5	(110)	3.6	(16,349,347)
Educational Institutions	55.9	(2,463)	68.5	(314,977,803)
Special Education	9.6	(424)	12.1	(55,636,815)
Early Childhood Education	2.0	(88)	.9	(4,127,529)
Elementary Education	12.3	(542)	19.9	(91,239,840)
Secondary Education	4.1	(181)	3.6	(16,393,835)
Post-Secondary Education	2.2	(97)	1.5	(6,802,474)
Alternative Education	1.0	(42)	.7	(3,275,293)
Parent Education	.2	(7)	.3	(1,437,417)
Juvenile Justice	1.3	(59)	.7	(3,100,739)
Research Methods	3.0	(132)	2.0	(9,112,704)

[a]All major categories mutually exclusive, and all subcategories within a major category are also mutually exclusive.

[b]Total number of projects equals 4,406.

[c]Total amount of funds equals $459,499,143.

Section 2

Federal Research on Adolescence in FY '76

Before anything else, it might be helpful to reiterate what these adolescence figures mean. This whole section refers to those projects which affect adolescents in one way or another; projects may also affect children under ten, and therefore do not refer to projects solely on adolescence. Thus all figures in Section 2 are derived from Table 1, column four only.

Table 5. Table 5 takes the 3,003 adolescence projects and divides them up by their administrative characteristics. As has been true in the past, the most frequently used category of administrative arrangements was made through the competitive grant. Contrary to some who have expressed the fear that an increasing proportion of research was being administered through contract arrangements (Heyneman and Daniels, 1976:41), the proportion this year (15.7%) has slightly diminished from the year before (16.1%). The number and proportion of multi-agency projects remain approximately the same, as do those which were found to be continuing from the year before.

Table 6. The "primary focus" characterized the most important general purpose for every project. Only one primary focus can be used to describe any project, and Table 6 displays those which focus primarily upon adolescence development. Out of 3,003 adolescence projects, 482 (16.1%) focused primarily upon adolescent development; 392 of these were for basic research purposes. The 16% on adolescence development represents a decline of approximately 3.3 percent from FY '75, nevertheless, the breadth of this activity can be seen when one notes that there are 16 different agencies involved.

Of the three sub-categories in adolescence development, the most active is that of cognitive development. There are 168 projects currently being sponsored by eight agencies whose primary purpose is to investigate questions of cognitive development; and 142 out of these 168 were classified as having basic research purposes. Other categories (physical development and socioemotional development) made up 140 and 137 of the 3,003 projects respectively, and were sponsored through a dozen different agencies.

Table 7. From Table 7 it should be clear, as it has been in previous years, that the majority of research and development activity affecting adolescence is channeled primarily through educational institutions. Furthermore, the proportion is growing. This year 58.8 percent of all adolescence projects focused primarily on the school. This percentage was up 3.7 percent from last year. This year's 1,767 projects were sponsored by 22 different agencies, and included 216 projects on special education, 181 on the secondary schools, and 97 on the post-secondary level.

Quite by contrast to adolescence development, a very small portion of educational projects are sponsored for basic research purposes. Eighty percent of the developmental projects are sponsored with a basic research goal: one percent of the projects on educational institutions are sponsored for that reason.

Other institutions received research attention as well. This year there are 368 projects sponsored by 17 agencies on health and welfare services, and 59 projects sponsored by seven different agencies on the subject of law enforcement and delinquency prevention services. These levels represent approximately the same proportion of adolescence research as the year before.

Table 8. Table 8 displays the project proposals which specifically mentioned that their research would be directed toward one or more particular demographic groups. Three hundred and thirty-four mentioned whites, for example, 110 mentioned that they were directed toward females, and 338 toward blacks. With the exception of projects directed toward those on Indian reservations, the proportion of project proposals mentioning particular target groups has declined, or has remained approximately the same as last year.

The number and kind of agencies sponsoring activities on various demographic groups is also revealing. More agencies sponsored research and development projects on blacks than on any other demographic category. Altogether there were 23 of them; 21 different agencies sponsored research on rural areas and 19 sponsored projects on native Americans.

Tables 9 and 10. Tables 9 and 10 illustrate the trend of research activity on other categories of target groups: those who are handicapped physically, emotionally or intellectually, as well as those who are not at all handicapped but who possess other special characteristics such as intellectual superiority or exposure to bilingual backgrounds. Of all these categories, the one displaying the most activity is that of the bilingual adolescent. Out of the total adolescence file of 3,003 projects, 17.3 percent of the proposals mentioned the intention of including bilingual adolescents in their target populations (up 3.1 percent from last year). This amounted to 520 projects being sponsored by 14 different agencies. This figure is approximately twice that of the second most active category.

Adolescents having academic difficulties is the next most active category of target population in these two tables. There are 261 projects on the "academically slow" in FY '76, making up approximately the same percentage of adolescence projects as in FY '75. Other active categories included the intellectually handicapped (227 projects), the physically handicapped (214 projects), and those adolescents who do now, or who potentially might misuse some kind of drug (208 projects). In addition, it should be noted that there are currently 188 projects on the emotionally handicapped, 110 projects involving school drop-outs, 91 projects on delinquents, 81 on those who are abused or neglected, 56 on the intellectually gifted, 44 on those who leave home without permission, and 25 on those who, as adolescents, become parents.

The proportion of adolescence projects represented by each of these categories has remained approximately the same over the last two fiscal years. No major decreases can be seen; but three increases might be noted: that of bilingual groups (as mentioned above), that of drug users (up 2.7 percent), and that of the academically gifted (up 1.3 percent).

Tables 11 and 12. These two tables display the amount and the distribution of activity on particular adolescence problems and issues. But perhaps of all of these categories, the most surprising subject is the prevalence of self-concept. Twenty different agencies include it this year in 507 projects. It outranks other interests such as those involving "coping mechanisms" (48 projects), the development of sexual identity (43 projects), racial or cultural identity (142 projects) and interpersonal relationships (197 projects).

With respect to the social environment of adolescence, two tendencies are worthy of attention. There are more studies on adolescence legal issues (141) this year, up 1.8 percent; and there are less studies on "ecological" approaches (103), down -2.2 percent from last year. Furthermore, there are more studies on employment practices (67, up 1.1 percent), than there are on unemployment (17).

The proportion of studies on juvenile delinquency, the environment of religion, status offenses, and youth culture remained at approximately the same levels as last year. Currently there are 47 on juvenile delinquency, 17 on religion, 34 on status offenses and 21 on youth culture.

Table 13. Specialists involved in the lives of adolescents are an important element in Federally-sponsored research. One proposal out of three singled out one kind or another for special attention. This is an increase of 2.4 percent over the previous year and ultimately involves a thousand projects in 18 government agencies. Most (884) focused on teachers; their proportion of adolescence projects (29.4 percent) was also up 2.4 percent over last year and were sponsored by 16 agencies. In addition, there were 120 projects which contained elements concerned with educational administrators, and 411 concerned with "paraprofessionals": teachers' aides and the like.

Volunteers who work with adolescents are a focus of 34 projects, medical or health care a focus of 23, welfare personnel 15, and law enforcement 8. Their proportions of the total adolescence file are approximately the same as last year.

Table 14. In terms of techniques to influence the behavior of adolescents two facts stand out above others, the amount of reliance upon: (1) new teaching techniques and (2) parental involvement. Currently, 21 Federal agencies are sponsoring 1,118 adolescence projects which include teaching techniques; this represents 37.2 percent of all Federal adolescence activity, up 2.7 percent from last year. Sixteen agencies in 697 projects include the technique of parental involvement, and its proportion of 23.2 percent is also up (1.2 percent over last year).

Bilingual educational techniques also show a rise over the year before (2.2 percent), and make up 15.4 percent of all Federal adolescence research activity. Projects which include individualized curriculum are numerous (393), as are those including career counseling (183), psychotherapy (132), and tutorial instruction (186).

Table 15. From knowing that teaching personnel and educational techniques are included in more than one third of all Federal research projects on adolescence, it might be assumed that what is taught as a subject would also be an important element. If one were to judge by the number of projects which include a curricular element, one would have to conclude that this was an element that was more important than any other. Fifty-four percent of all adolescence projects (1,627) contain some form of educational curriculum this year. These are being sponsored by 24 different agencies and is an increment of 2.4 percent over last year.

But within this tendency one can find other telling characteristics. The percentage of projects on adolescence which include social studies is up by 2.3 percent; reading is up by 2.5 percent; language arts by 3.2 percent. But the most dramatic change is that of mathematics, up by 4.2 percent. This represents the largest proportional increment of any subject category in the information system. In sum, the Federal government is sponsoring 464 projects which include a mathematics component this year, 804 which include language arts and 709 which include reading. Clearly, these figures might be taken as reflections of the priorities in the public at large.

Table 5

Administrative Characteristics of Adolescence Research in FY '76

	Number of Adolescence Projects (N=3,003)	Percentage of Adolescence Projects	Change in Percentage Between FY 75 and FY 76
Interagency Agreement	52	1.7	- 2.1
Competitive Contract	256	8.5	- 2.7
Minority Contract	2	0.1	- 3.5
Sole Source Contract	129	4.3	+ 4.3
Total Contract	472	15.7	- .4
Competitive Grant	1,818	60.5	- 2.4
Non-Competitive Grant	362	12.1	+ .5
Total Grant	2,434	81.1	+ 1.5
Intramural	45	1.5	+ 1.5
New	1,148	38.2	- .7
Continued	1,856	61.8	+ .7
Multi-Agency	11	0.4	+ .4

Table 6

Projects Focusing Primarily Upon General Adolescent Development Problems By Type of Research Activity

	All Research and Development Activity			
	Percentage of Adolescence Projects[b]	(N)	Change in Percentage Between FY '75 and FY '76	Number of Funding Agencies
Adolescent Development Total	16.1	(482)	-3.3	16
Physical Development[a]	4.7	(140)	0.0	12
Cognitive Development[a]	5.6	(168)	-1.4	8
Socioemotional Development[a]	4.6	(137)	-0.7	9

	Basic Research Only			
	Percentage of Adolescence Projects[b]	(N)	Change in Percentage Between FY '75 and FY '76	Number of Funding Agencies
Adolescent Development Total	13.1	(392)	-2.4	11
Physical Development[a]	3.9	(117)	0.0	9
Cognitive Development[a]	4.7	(142)	-0.6	6
Socioemotional Development[a]	3.6	(107)	-0.9	8

[a] Mutually exclusive categories; no project was coded as applying to more than one.

[b] Total number of adolescence projects: (N=3003).

Table 7

Primary Focus on
Organizations Which Serve Adolescents,
By Type of Research Activity

Organizations Involving Adolescents[a]	All Research and Development: Percentage of FY '76 Adolescence Projects[b]	(N)	Change in Percentage Between FY '75 and FY '76	Number of Funding Agencies
Law Enforcement and Delinquency Services	2.0	(59)	-0.8	7
Health and Welfare Services	12.3	(368)	-0.1	17
Day Care	.1	(3)	-0.2	3
Educational Institutions	58.8	(1767)	+3.7	22
Secondary	6.0	(181)	-2.5	14
Post-Secondary	3.2	(97)	-0.3	12
Special Education	7.2	(216)	+1.3	11
Alternative				

Organizations Involving Adolescents[a]	Basic Research Only: Percentage of FY '76 Adolescence Projects[b]	(N)	Change in Percentage Between FY '75 and FY '76	Number of Funding Agencies
Law Enforcement and Delinquency services	0.0	(0)	-0.1	0
Health and Welfare Services	0.5	(15)	-0.6	7
Day Care	0.1	(2)	0.0	2
Educational Institutions	0.9	(27)	-1.2	5
Secondary	0.0	(0)	-0.2	0
Post-Secondary	0.1	(4)	-0.3	2
Special Education	0.1	(4)	0.0	2

[a] All categories are mutually exclusive.

[b] Total number of adolescence projects: N=3003.

Table 8

Adolescent Target Population: Demographic

Characteristics Included In The Project Proposal

Adolescent Characteristic[a]	Percentage of Adolescence Projects (N=3,003)	Change in Percent Between FY'75 and FY'76	Number of Funding Agencies	Agency Funding the Largest Number of Projects
White	11.1 (334)	- 1.1	22	NIMH N=74
Female	3.7 (110)	- 1.6	17	NIMH N=40
Black	11.3 (338)	- 0.4	23	NIMH, R2R N=66
Oriental-American	2.4 (71)	+ 0.7	16	OBE N=27
Mexican-American	6.4 (191)	- 1.2	16	OBE N=113
Puerto-Rican American	2.7 (81)	+ 0.3	14	OBE N=41
Native American	11.3 (340)	+ 0.5	19	OIE N=177
Eskimo Native-Alaskan	0.9 (27)	0.0	12	OIE N=6
Inner City	2.0 (59)	- 0.1	14	NIDA N=13
Suburban	2.0 (59)	0.0	15	NIMH, OCD, NIE, BEH N=8
Rural	8.8 (263)	- 0.3	21	USDA N=34
Indian Reservation	5.2 (155)	+ 1.3	11	OIE N=103
Migrant Population	.4 (11)	+ 0.1	6	OBE N=4
Population Outside the U.S.	1.9 (58)	+ 0.1	11	NIMH N=33

[a]These characteristics are not mutually exclusive.

[b]Within the parentheses is the number of adolescence research projects currently being funded which is intended to affect target groups with the demographic characteristic listed on the left.

Table 9

Projects Involving Adolescents Who Are Physically Handicapped

Adolescent Characteristic[a]	Percentage of Adolescence Projects (N = 3003)[b]	Change in Percent Between FY '75 and FY '76	Number of Funding Agencies	Agency Funding the Largest Number of Projects
Physically Handicapped Total	7.1 (214)	0.0	15	BEH N = 75
Aurally	2.1 (64)	-0.1	8	BEH N = 29
Visually	1.4 (43)	+0.3	7	BEH N = 22
Neurologically	2.6 (77)	+0.2	10	NIMH N = 31
Orthopedically	1.0 (31)	0.0	7	BEH N = 12
Hyperkinetic	.9 (28)	+0.2	6	NIMH N = 23

[a]These categories are not mutually exclusive; one project therefore, may affect more than one target category.

[b]Within the parentheses is the number of adolescence research projects currently being funded which is intended to affect the target group on the left.

Table 10

Projects Involving the Intellectually and Emotionally Handicapped, and Other Special Characteristics of Adolescents

Adolescent Characteristic[a]	Percentage of Adolescence Projects (N = 3003)[b]	Change in Percent Between FY '75 and FY '76	Number of Funding Agencies	Agency Funding the Largest Number of Projects
Intellectually Handicapped Total	7.6 (227)	+0.3	15	BEH N = 96
Mentally Retarded	4.8 (143)	+0.8	13	BEH N = 49
Learning Disabled	3.7 (112)	-0.2	12	BEH N = 60
Emotionally Handicapped Total	6.3 (188)	-0.6	14	NIMH N = 123
Schizophrenic	1.3 (39)	+0.2	3	NIMH N = 36
Autistic	0.6 (18)	-0.1	4	NIMH N = 13
Psychotic	2.2 (65)	+0.1	5	NIMH N = 57
Drug Users Total	6.9 (208)	+2.7	9	NIDA N = 147
Heroin	0.7 (21)	+0.5	2	NIDA N = 20
Alcohol	2.6 (77)	+1.0	6	NIAAA N = 42
Delinquents	3.0 (91)	-0.3	13	NIMH N = 41
Abused or Neglected	2.7 (81)	+0.3	8	OCD N = 65
Academically Slow	8.7 (261)	-0.3	14	R2R N = 193
Drop-Outs	3.7 (110)	+0.9	13	OIE N = 55
Intellectually Gifted	1.9 (56)	+1.3	9	BEH N = 33
Runaways	1.5 (44)	-0.6	7	NIMH N = 31
Adolescent Parents	0.8 (25)	-0.3	9	NICHD N = 8
Bilingual	17.3 (520)	+3.1	14	OBE N = 377

[a]These characteristics are not mutually exclusive, one project therefore, may affect more than one category.

[b]Within the parenthesis is the number of adolescence research projects currently being funded which is intended to affect target groups within characteristics listed on the left.

Table 11

Developmental Problems in Adolescence

Type of Developmental Problem[a]	Percentage of FY '76 Adolescence Projects[b] (N)	Change in % Between FY '75 and FY '76	Number of Funding Agencies
Perception of the Self	16.9 (507)	+0.1	20
Cultural/Racial Identity	4.7 (142)	+2.8	10
Interpersonal Relationships	6.6 (197)	+0.6	16
Motivation	4.6 (138)	-0.3	17
Emotional Development	9.3 (278)	+1.6	17
Language Development	9.9 (298)	+4.1	18
Reading Process	3.8 (113)	+1.3	12
Developmental Continuity	0.7 (22)	+0.2	8
Sexual Identity	1.4 (43)	+0.7	9
Attitudes	14.8 (443)	0.0	22
Coping Mechanisms	1.6 (48)	+0.1	10

[a]Categories are not mutually exclusive; one project therefore may affect more than one category.

[b]Total number of adolescence projects: N = 3,003.

Table 12

Projects on the Social Environment

Type of Socioenvironmental Issue[a]	Percentage of FY '76 Adolescence Projects[b]	(N)	Change in % Between FY '75 and FY '76	Number of Funding Agencies
Juvenile Delinquency	1.6	(47)	-0.3	9
Unemployment	0.6	(17)	0.0	6
Religious Environment	0.6	(17)	+0.1	8
Status Offenses	1.1	(34)	+0.9	6
Legal Issues	4.7	(141)	+1.8	16
Sex Roles	1.3	(38)	+0.7	5
Employment Practices	2.2	(67)	+1.1	14
Youth Culture	0.7	(21)	+0.1	9
Ethnic & Racial Culture	4.5	(135)	-0.3	15
Ecological Studies	3.4	(103)	-2.2	12

[a]Categories are not mutually exclusive, therefore one project may affect more than one category.

[b]Total number of adolescence projects: N = 3,003.

Table 13

Adolescence Projects Involving Differing Personnel

Personnel in the Adolescents' Environment	Percentage of FY '76 Adolescence Projects[b]	(N)	Change in Percent Between FY '75 and FY '76	Number of Funding Agencies
Educational Personnel	33.3	(1000)	+2.4	18
Teacher Training	1.0	(31)	+ .4	10
Administrators	4.0	(120)	- .1	11
Teachers	29.4	(884)	+2.4	16
Para-Professionals	13.7	(411)	- .2	12
Welfare Service Personnel	0.5	(15)	0.0	5
Police or Law Enforcement	0.3	(8)	0.0	4
Medical or Health Care	0.8	(23)	- .7	8
Neighborhood or Community Workers	0.5	(14)	+ .1	9
Volunteers	1.1	(34)	+1.0	10

[a]Categories are not mutually exclusive; one project therefore may affect more than one category.

[b]Total number of adolescence projects: N=3003.

Table 14

Projects Investigating New
Techniques for Influencing Adolescents

Techniques[a]	Percentage of FY '76 Adolescence Projects[b] (N)	Change in % Between FY '75 and FY '76	Number of Funding Agencies
Teaching Techniques	37.2 (1118)	+2.7	21
Bilingual Education	15.4 (463)	+2.2	9
Computer Education	0.6 (17)	- .3	6
TV Instruction	1.2 (37)	- .4	14
Open Classroom	1.3 (40)	- .8	7
Non-Graded Schools	1.2 (37)	+ .5	8
Team Teaching	1.4 (43)	- .6	10
Work Experience	3.3 (100)	- .6	12
Tutorial Instruction	6.2 (186)	+1.2	12
Individualized Curriculum	13.1 (393)	+1.1	12
Behavior Modification	1.7 (51)	- .6	11
Physical Therapy	0.3 (10)	0.0	5
Speech Therapy	0.7 (22)	+ .2	7
Psychotherapy	4.4 (132)	+1.5	13
Career/Employment Counseling	6.1 (183)	+1.0	15
Deinstitutionalization	0.5 (14)	+ .1	7
Youth Involvement	2.6 (77)	- .2	14
Desegregation	0.9 (26)	+ .4	4
Mainstreaming for Special Education	1.9 (58)	- .3	8
Parent Involvement	23.2 (697)	+1.2	16
Youth Participation	.8 (23)	n.a.	8

[a] None of the categories are exclusive of any other category; one project therefore, may affect more than one category.

[b] Total number of adolescence research projects: (N = 3,003).

Table 15

Projects on Educational Curriculum

Adolescent Curricula[a]	Percentage of FY '76 Adolescence Projects[b]	(N)	Change in % Between FY'75 and FY'76	Number of Funding Agencies
Educational Curriculum	54.2	(1627)	+2.4	24
Math	15.5	(464)	+4.2	14
Social Studies	9.9	(298)	+2.3	14
Language Arts	26.8	(804)	+3.2	15
Art/Music	4.1	(122)	-0.1	10
Science	6.0	(179)	+0.5	9
Vocational Ed.	9.0	(269)	-0.3	21
Career Ed.	8.1	(242)	-0.7	14
Physical Ed.	2.2	(65)	+0.4	6
Health and Safety Ed.	2.2	(67)	-0.2	9
Drug Abuse Ed.	2.6	(77)	-0.4	7
Sex Ed.	0.2	(6)	-0.1	4
Environmental Ed.	1.0	(31)	-0.4	9
Citizenship Training	0.7	(22)	+0.1	9
Ed. for Parenthood	1.5	(45)	+0.5	9
Reading	23.6	(709)	+2.5	2

[a]None of these categories are exclusive of any other category, therefore one project may affect more than one category.

[b]Total number of adolescence research projects: (N-3003).

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE ASSISTANT TO THE SECRETARY
FOR PLANNING AND EVALUATION

- FY '76 Funding of Adolescence Research: $.03 million
- Number of Adolescence Research Projects Sponsored in FY '76: 3

Mission

The Office of Social Services and Human Development is the principal office within the Office of the Assistant Secretary which directly interfaces with the Department's agencies administering social services, human development, and disability programs and is concerned with issues relating to the planning and management of state and local government's human resource programs. It coordinates the related issues of the planning, policy analysis and legislative formulation process and conducts research, analysis, and evaluation activities in these areas.

The Division of Intergovernmental Systems is responsible for all activities concerned with improving state and local government's capacity to plan and manage human resource programs. Functions include: developing and revising legislation to improve local government's capabilities to manage human service programs; internal reform and simplification of DHEW program regulations and guidelines which impede comprehensive planning and delivery; designing and implementing mechanisms to provide technical assistance; funding of selected innovative capacity-building projects; and aid in the development of state and local information systems.

The Division of Program Planning and Evaluation is responsible for overseeing and assisting in the development of policy making, forward planning, research and development, as well as evaluation activities in SS and HD. Functions include: policy coordination on the development of legislative, regulatory, and programmatic proposals; and performing independent evaluations and analysis of program functions and synthesizing technical studies in a manner useful to policy formulation and decision making.

The Division of Policy Research and Analysis is responsible for conducting a program of research and analysis, including support of extramural research, in the areas of social services, human development, disability and long-term care. Functions include: direct analysis of the interrelationship of policies and programs in the areas of social services, human development, disability and long-term care with those of income maintenance, health, education, housing, transportation and manpower programs; and technical consultation to other divisions of the Office of the Secretary, agencies, and interdepartmental task forces on studies in these areas.

Fiscal Year '76

ASPE's three projects, all agreements, are either policy or utilization research focusing on developmental or broader social environmental issues. All three look at status offenses and laws which affect adolescents. Youth culture is studied in two of them, as is overall curriculum.

Plans for Fiscal Year '77

In FY '77 ASPE will continue to maintain its high degree of interest in adolescents who, for one reason or another, run away from home. Through the secondary analysis of data the agency intends to look at status offenders in correctional programs.

Table 16

ASPE

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: .03 million
- Number of Adolescence Research Projects: 3

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	3	100.0
Contract	0	0.0
Competitive	0	0.0
8-A Minority	0	0.0
Sole Source	0	0.0
Grant	0	0.0
Competitive	0	0.0
Non-competitive	0	0.0
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	0	0.0
Applied Research	0	0.0
Evaluation	0	0.0
Support Utilization	1	33.3
Policy Research	2	66.7
Demonstration/Utilization	0	0.0

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 17

ASPE

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: .03 million
- Number of Adolescence Research Projects: 3

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	2	66.7
Physical Development	0	0.0
Cognitive Development	0	0.0
Socioemotional Development	0	0.0
Family	0	0.0
Broader Social Environment	1	33.3
Study of Research Methods	0	0.0
Health/Welfare Services	0	0.0
Educational Institutions	0	0.0
Secondary Education	0	0.0
Post-Secondary Education	0	0.0
Alternative Education	0	0.0
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 18

Breakdown of ASPE FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Adolescent Developmental Issues		
Attitudes	1	33.3
Adolescent Socio-Environmental Issues		
Delinquency	1	33.3
Status Offenses	3	100.0
Laws and Policies	3	100.0
Youth Culture	2	66.7
Adolescent Curricula		
Overall Curriculum	2	66.7

OFFICE OF YOUTH DEVELOPMENT

- FY '76 Funding of Adolescence Research: $1.6 million
- Number of Adolescence Research Projects Sponsored in FY '76: 14

Mission

The Office of Youth Development has responsibility for providing leadership within the Department of Health, Education, and Welfare to enable the Department to effectively address the needs, problems, and concerns of young people. Its specific focus on optimal youth development emphasizes research and dissemination of information on youth-related issues. Current OYD sponsored research includes target group planning activities, the investigation of youth planning and programming techniques for general purpose government, and the analysis of participatory projects and programs which enable young people to make an effective transition into adulthood. OYD also administers Title III of the Juvenile Justice and Delinquency Prevention Act of 1974 (P.L. 93-415). This Act authorizes grants and technical assistance for localities and nonprofit private agencies to provide temporary shelter-care and services for runaway youth, outside the juvenile justice or law enforcement systems.

In addition to administering the Runaway Youth Act, OYD is charged with responsibility for examining critical issues which affect youth. The office seeks to facilitate communication between vulnerable youth sub-populations, major youth-serving institutions, and other Federal agencies with categorical responsibility for programs which impact on youth. By developing research projects focused on youth needs and concerns OYD works as an advocate to develop policies, and procedures to facilitate the optimal development of all young people within the primary institutions which impact on their lives.

Fiscal Year '76

Of OYD's fourteen projects in this year's file, twelve are contracts, two are grants. The projects spread over four research categories with four each in applied, support utilization, and policy research. Thirty-six percent of its projects were focused primarily on the broader social environment; 29 percent on educational institutions; 21 percent on juvenile justice. Stronger patterns show up while looking at target populations. Half of the projects concern runaways while particular interest is also given to projects which address youth development issues. The projects can also be defined in terms of socioenvironmental issues which show high levels of interest in youth culture, delinquency, status offenses, and laws and policies of youth-serving agencies and institutions. Six projects research youth participation.

Plans for Fiscal Year '77

In FY '77 the Office of Youth Development will continue to focus its research efforts on the developmental needs of young people aged 10-21. Runaway youth will continue to be a primary target group, and the agency will continue to explore critical issues which impact on other vulnerable youth sub-populations. In conjunction with other Federal agencies OYD will identify and assess the impact of the deinstitutionalization of status offenders. Research efforts to improve the capacity of the public and private sectors to conduct youth development planning and programming will be maintained, and a high level of interest will continue with respect to research on youth participation and institutional barriers to youth development.

Table 19

OYD

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 1.6 million
- Number of Adolescence Research Projects: 14

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	12	85.7
Competitive	6	42.9
8-A Minority	4	28.6
Sole Source	2	14.3
Grant	2	14.3
Competitive	0	0.0
Non-competitive	2	14.3
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	2	14.3
Applied Research	4	28.6
Evaluation	0	0.0
Support Utilization	4	28.6
Policy Research	4	28.6
Demonstration/Utilization	0	0.0

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 20

OYD

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 1.6 million
- Number of Adolescence Research Projects: 14

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	0	0.0
Physical Development	0	0.0
Cognitive Development	0	0.0
Socioemotional Development	0	0.0
Family	0	0.0
Broader Social Environment	6	42.9
Study of Research Methods	0	0.0
Health/Welfare Services	2	14.3
Educational Institutions	3	21.4
Secondary Education	1	7.1
Post-Secondary Education	1	7.1
Alternative Education	0	0.0
Juvenile Justice Institutions	3	21.4

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 21

Breakdown of OYD FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Drug Users	1	7.1
Delinquent	1	7.1
Academically Slow	2	14.3
School Dropouts	3	21.4
Runaway	7	50.0
Adolescent Parents	1	7.1
Adolescent Developmental Issues		
Self Perception	1	7.1
Interpersonal Relations	1	7.1
Motivation	1	7.1
Emotional Development	1	7.1
Language Development	1	7.1
Attitudes	1	7.1
Adolescent Socio-Environmental Issues		
Delinquency	2	14.3
Unemployment	1	7.1
Status Offenses	2	14.3
Laws and Policies	5	35.7
Employment	1	7.1
Youth Culture	3	21.4
Techniques		
Teaching Techniques	1	7.1
Psychotherapy	1	7.1
Youth Involvement	3	21.4
Youth Participation	6	42.9
Adolescent Curricula		
Overall Curriculum	3	21.4
Vocational Education	1	7.1
Citizenship	1	7.1

NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT

- FY '76 Funding of Adolescence Research: $7.1 million
- Number of Adolescence Research Projects Sponsored in FY '76: 98

Mission

The mission of the National Institute of Child Health and Human Development is to contribute to the good health of all citizens through efforts to understand the many factors, biological and behavioral, related to the adaptation of populations to available resources and the expansion of knowledge on family planning, child health, maternal health and human development. The primary emphasis of Institute efforts is prevention of disease and disability and the underlying assumption is that success achieved by the NICHD in assuring healthier children will produce the long range benefit of a healthier adult population for the Nation.

A number of agencies within the Department of Health, Education, and Welfare, carry out programs directed toward the study of populations, family planning, and improved health for mothers and children. The National Institute of Child Health and Human Development serves as a focal point, coordinator, and major research arm for these endeavors. The goals of the NICHD are accomplished through research to assure maximum health during pregnancy and infancy as well as to provide conditions for optimum development of the child so that full physical and mental potential can be attained by the adult. Interdependent with the goals are a broad understanding of social and societal environment, family structure and function, the factors affecting fertility and infertility, the dynamics of human population, and the reasonable regulation of its growth. Thus, the NICHD has an interest in all problems affecting human development.

To accomplish its goals, the NICHD has developed a Center for Population Research (CPR) and a Center for Research for Mothers and Children (CRMC). The CPR has responsibility for understanding the forces affecting population growth and their social consequences, the development of contraceptive meth-

ods, and how these influence fertility patterns. The CRMC has responsibility to advance knowledge on societal and social environment, family relationships, pregnancy, infancy and childhood as well as to examine the problems of human development from a psychosocial and biological standpoint, with special reference to the cause and amelioration of the problems of the mentally retarded. It is responsible for understanding all factors related to the good health of mothers and children and will be concerned with health problems occurring in the earliest stages of development through adulthood.

Fiscal Year '76

The ratio of grants to contracts to intramural arrangements in adolescence research at NICHD is 83:12:3. Most projects are for basic research purposes. Applied research is the second largest, with small frequencies in the remaining categories. The research is focused primarily upon developmental problems (67%), mainly physical and cognitive. The family problems received the next highest frequency with approximately 12% of the projects. Targeted populations of particular interest are those who are intellectually handicapped and mentally retarded. Developmental issues which show frequencies of more than 10% are self perception, language development and attitudes. Another area with a high level of research activity is the area of sex behavior (19%).

Plans for Fiscal Year '77

In FY '77 NICHD will continue to focus a high level of interest on research involving neurologically handicapped, learning disabled, and retarded children. Along this line, a high level of interest will continue for research in the areas of language development and thought processes with a moderate focus on perception/attention and decisionmaking. Increased interest will be shown to the problems of adolescent parents and contraception. The overall agency approach to research will continue to encompass a combined sociological, psychological and biological emphasis. In the area of physical development, moderate interest will focus on body growth, neurological disease and nutrition.

Table 22

NICHD

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 7.1 million
- Number of Adolescence Research Projects: 98

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	12	12.2
Competitive	5	5.1
8-A Minority	0	0.0
Sole Source	0	0.0
Grant	83	84.7
Competitive	39	39.8
Non-competitive	30	30.6
Intramural	3	3.1
TYPE OF R, D, & E[b]		
Basic Research	71	72.4
Applied Research	19	19.4
Evaluation	0	0.0
Support Utilization	3	3.1
Policy Research	2	2.0
Demonstration/Utilization	3	3.1

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred. Nevertheless, subcategories are not used unless the coder is certain; the total for the subcategories, therefore, does not always equal the category total. Thus, there were five competitive contracts and eight contracts on which there was no subcategory information.

Table 23

NICHD

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 7.1 million
- Number of Adolescence Research Projects: 98

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	66	67.3
Physical Development	33	33.7
Cognitive Development	25	25.5
Socioemotional Development	7	7.1
Family	12	12.2
Broader Social Environment	8	8.2
Study of Research Methods	4	4.1
Health/Welfare Services	3	3.1
Educational Institutions	5	5.1
Secondary Education	0	0.0
Post-Secondary Education	0	0.0
Alternative Education	0	0.0
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 24

Breakdown of NICHD FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Physically Handicapped	2	2.0
Intellectually Handicapped	33	33.7
Mentally Retarded	32	32.7
Learning Disabled	1	1.0
Emotionally Ill	4	4.1
Gifted	1	1.0
Adolescent Parent	8	8.2
International (Outside of U.S.)	2	2.0
Adolescent Developmental Issues		
Self Perception	15	15.3
Interpersonal Relations	6	6.1
Motivation	8	8.2
Emotional Development	8	8.2
Language Development	11	11.2
Reading Process	3	3.1
Development Continuity	3	3.1
Sexual Identity	8	8.2
Attitudes	16	16.3
Coping	1	1.0
Adolescent Socio-Environmental Issues		
Religious Affiliation	1	1.0
Sex Behavior	19	19.4
Employment	6	6.1
Youth Culture	1	1.0
Ethnic/Racial Culture	5	5.1
Ecological Study	6	6.1
Personnel in Adolescent's Environment		
Educational Personnel	1	1.0
Techniques		
Teaching Techniques	6	6.1
Tutorial Education	1	1.0
Behavior Modification	1	1.0
Psychotherapy	1	1.0

Table 24 (Continued)

Breakdown of NICHD FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Adolescent Curricula		
Overall Curriculum	7	7.1
Mathematics	3	3.1
Language	2	2.0

NATIONAL INSTITUTE OF MENTAL HEALTH

- FY '76 Funding of Adolescence Research: $21.1 million
- Number of Adolescence Research Projects Sponsored in FY '76: 482

Mission

Two principal pieces of legislation direct the National Institute of Mental Health's research and development in the age range of adolescence: Section 301 and 303 of the Public Health Services Act (P.L. 78-410), and Section 299(b) of the Social Security Act (P.L. 92-603).

The objectives of the research program of NIMH are to support research on the etiology, diagnosis, treatment, prevention, and control of mental illness, and the promotion of mental health. NIMH is primarily responsible, therefore, for the support of applied, clinical and basic research aimed either at the resolution of specific problems of mental and emotional illness, or at the augmenting of knowledge regarding human behavior. Areas of study which relate to adolescents include the process of occupational choice, sex role development, preparation for family roles, the understanding of the problems contributing to crime and delinquency, and the means of treating these problems. Special attention will be paid in the Fiscal Year 1978-82 period to early adolescent (ages 10-15 years) psychobiology and development research based on the technological advances in endocrinology and social science methodology.

Fiscal Year '76

The research at NIMH is funded primarily as grants (87%) with almost equal proportions being competitive and non-competitive. Over half of the projects are basic research, with 28 percent for applied research. The research runs the gamut of focus categories. Adolescence development is the largest proportion (44%), with health or welfare services making up the second biggest (with 16%). A long list of specific populations are mentioned as target groups with the emotionally ill (25%) and psychotic (12%) the most frequent. Within developmental issues, those of emotional development, interpersonal relations, self perception and attitudes are all studied

in more than 15% of the projects. Socioenvironmental issues of interest are: delinquency, laws and policies, ethnic or racial culture, and ecological studies.

Plans for Fiscal Year '77

Higher levels of interest at NIMH will be focused on the emotionally handicapped (especially schizophrenic and autistic), the intellectually handicapped, abused or neglected adolescents, runaways and adolescent parents. All categories under socioemotional development will show increased activity, except for behavior. Moderate levels of activity will research physical development, body growth, family structure, family functions, parenting skills, institutional barriers to youth development and mass media as they influence the adolescent. New areas of interest should include attitudes toward contraception and counseling of youth and families of runaways. In the area of research on methodologies, less emphasis will be placed on the development of tests and measures and more emphasis will be placed on longitudinal research and methods to improve comparability. Approaches and techniques to be utilized will remain the same as last year except for the already-mentioned interest in longitudinal research and a large leap in emphasis on the biological perspective.

Table 25

NIMH

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 21.1 million
- Number of Adolescence Research Projects: 482

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	36	7.5
Competitive	21	4.4
8-A Minority	0	0.0
Sole Source	14	2.9
Grant	423	87.8
Competitive	173	35.9
Non-competitive	181	37.6
Intramural	23	4.8
TYPE OF R, D, & E[b]		
Basic Research	268	55.4
Applied Research	136	28.2
Evaluation	30	6.2
Support Utilization	13	2.7
Policy Research	8	1.7
Demonstration/Utilization	28	5.8

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 26

NIMH

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 21.1 million
- Number of Adolescence Research Projects: 482

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	214	44.4
Physical Development	43	8.9
Cognitive Development	85	17.6
Socioemotional Development	77	16.0
Family	41	8.5
Broader Social Environment	41	8.5
Study of Research Methods	23	4.8
Health/Welfare Services	79	16.4
Educational Institutions	43	8.9
Secondary Education	3	0.6
Post-Secondary Education	13	2.7
Alternative Education	1	.2
Juvenile Justice Institutions	.1	8.5

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 27

Breakdown of NIMH FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Physically Handicapped	39	8.1
Aurally Handicapped	2	.4
Visually Handicapped	2	.4
Neurologically Handicapped	31	6.4
Orthopedically Handicapped	4	.8
Hyperkinetic	23	4.8
Intellectually Handicapped	28	5.8
Mentally Retarded	18	3.7
Learning Disabled	11	2.3
Emotionally Ill	123	25.5
Schizophrenic	36	7.5
Autistic	13	2.7
Psychotic	57	11.8
Drug Users	9	1.9
Heroin Users	1	.2
Alcohol Users	5	1.0
Delinquent	41	8.5
Abused/Neglected	8	1.7
Academically Slow	8	1.7
School Dropouts	6	1.2
Runaway	31	6.4
Adolescent Parents	4	.8
Bilingual	8	1.7
International (Outside U.S.)	33	6.8
Adolescent Developmental Issues		
Self Perception	81	16.8
Cultural/Racial Identity	12	2.5
Interpersonal Relations	85	17.6
Motivation	41	8.5
Emotional Development	169	35.1
Language Development	50	10.4
Reading Process	9	1.9
Development Continuity	10	2.1
Sexual Identity	21	4.4
Attitudes	85	17.6
Coping	24	5.0

Table 27 (Continued)

Breakdown of NIMH FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Adolescent Socio-Environmental Issues		
Delinquency	26	5.4
Unemployment	2	.6
Religious Affiliation	3	.6
Status Offenses	23	4.8
Laws and Policies	34	7.1
Sex Behavior	14	2.9
Employment	11	2.3
Youth Culture	2	.4
Ethnic/Racial Culture	36	7.5
Ecological Study	51	10.6
Personnel in Adolescent's Environment		
Educational Personnel	19	3.9
Teacher Trainers	2	.4
Education Administrators	3	.6
Teachers	12	2.5
Paraprofessional Educators	5	1.0
Welfare Personnel	4	.8
Police	5	1.0
Health Personnel	6	1.2
Volunteers	3	.6
Techniques		
Teaching Techniques	22	4.6
TV Instruction	1	.2
Nongraded Classes	3	.6
Work Experience	7	1.5
Tutorial Education	1	.2
Individualized	2	.4
Behavior Modification	23	4.8
Speech Therapy	1	.2
Psychotherapy	38	7.9
Career Counseling	5	1.0
Youth Involvement	4	.8
Desegregation	5	1.0
Mainstreaming	2	.4
Parent Involvement	15	3.1
Youth Participation	1	.2

Table 27 (Continued)

Breakdown of NIMH FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Adolescent Curricula		
Overall Curriculum	40	8.3
Mathematics	4	.8
Social Studies	1	.2
Language	8	1.7
Fine Arts	2	.4
Vocational Education	3	.6
Health Education	3	.6
Drug Abuse Education	1	.2
Sex Education	1	.2
Citizenship	1	.2
Parenthood	8	1.7
Reading	2	.4

NATIONAL INSTITUTE ON DRUG ABUSE

- FY '76 Funding of Adolescence Research: $19.0 million
- Number of Adolescence Research Projects: 150

Mission

The research and development effort which affects adolescents stems from Sections 301 and 303 of the Public Health Service Act, and Sections 409, 410, and 223 of the Drug Abuse Offense Act (PL 92-255). Together, these pieces of legislation mandate the sponsorship of demonstration projects, pilot studies, basic research and program evaluation efforts. As a result, the mission of the National Institute of Drug Abuse is to support research and demonstration projects investigating the nature and extent of drug use problems, comparing various treatment methods, and improving the efficiency of treatment for the young drug user. In addition, prevention and education research is supported through the expansion of model treatment and intervention ideas.

Fiscal Year '76

Ninety percent of the projects at NIDA are funded as research grants. Although they fall into all possible categories as to their type of research, the majority are for applied, demonstration/utilization, and basic purposes. They focus, to a large extent on health services, but with the broader social environment and the development of the adolescent areas of high interest. Obviously, the target population is generally drug users. The most common treatment technique mentioned is psychotherapy. In further breaking down the developmental issues of interest, self perception, emotional development and attitudes are worth noting. A wide span of socioenvironmental issues are studied.

Plans for Fiscal Year '77

The FY '77 research of the National Institute of Drug Abuse which affects adolescents will continue to center around the use and the abuse of marijuana, heroin, non-opiate and multiple drugs. Strong interest relating to drugs will continue to be shown with respect to adolescent parents, socioemotional aspects of behavior, physical disease, the social environment, drug education, psychotherapy and vocational training. In addition there should be evidence of high attention in FY '77 being paid to methodological questions of evaluation, observation, survey analysis, self-concept, and methods of improvement for inter-study comparability.

Table 28

NIDA

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 19.0 million
- Number of Adolescence Research Projects: 150

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	16	10.7
Competitive	8	5.3
8-A Minority	0	0.0
Sole Source	0	0.0
Grant	134	89.3
Competitive	40	26.7
Non-competitive	62	41.3
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	37	24.7
Applied Research	51	34.0
Evaluation	11	7.3
Support Utilization	6	4.0
Policy Research	1	.7
Demonstration/Utilization	44	29.3

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 29

NIDA

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 19.0 million
- Number of Adolescence Research Projects: 150

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	18	12.0
Physical Development	7	4.7
Cognitive Development	0	0.0
Socioemotional Development	5	3.3
Family	5	3.3
Broader Social Environment	20	13.3
Study of Research Methods	11	7.3
Health/Welfare Services	89	59.3
Educational Institutions	7	4.7
Secondary Education	0	0.0
Post-Secondary Education	0	0.0
Alternative Education	0	0.0
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 30

Breakdown of NIDA FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Physically Handicapped	2	1.3
Neurologically Handicapped	2	1.3
Hyperkinetic	1	.7
Emotionally Ill	4	2.7
Schizophrenic	2	1.3
Psychotic	2	1.3
Drug Users	147	98.0
Heroin Users	20	13.3
Alcohol Users	25	16.7
Delinquent	10	6.7
Abused/Neglected	1	.7
Academically Slow	1	.7
School Dropouts	4	2.7
Gifted	1	.7
Runaway	1	.7
Bilingual	4	2.7
Adolescent Developmental Issues		
Self Perception	18	12.0
Cultural/Racial Identity	6	4.0
Interpersonal Relations	7	4.7
Motivation	11	7.3
Emotional Development	38	25.3
Language Development	2	1.3
Development Continuity	1	.7
Sexual Identity	1	.7
Attitudes	71	47.3
Coping	4	2.7
Adolescent Socio-Environmental Issues		
Delinquency	5	3.3
Unemployment	4	2.7
Religious Affiliation	4	2.7
Status Offenses	3	2.0
Laws and Policies	4	2.7
Sex Behavior	3	2.0
Employment	7	4.7
Youth Culture	6	4.0
Ethnic/Racial Culture	10	6.7
Ecological Study	7	4.7

Table 30 (Continued)

Breakdown of NIDA FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Personnel in Adolescent's Environment		
Educational Personnel	8	5.3
Teacher Trainers	1	.7
Educational Administrators	1	.7
Teachers	5	3.3
Paraprofessional Educators	2	1.3
Police	1	.7
Health Personnel	1	.7
Community Workers	2	1.3
Volunteers	2	1.3
Techniques		
Teaching Techniques	19	12.7
Behavior Modification	3	2.0
Psychotherapy	39	26.0
Career Counseling	5	3.3
Youth Involvement	13	8.7
Parent Involvement	12	8.0
Youth Participation	3	2.0
Bilingual Education	2	1.3
TV Instruction	1	.7
Open Classroom	1	.7
Nongraded Classes	1	.7
Team Teaching	1	.7
Work Experience	5	3.3
Tutorial Education	2	1.3
Adolescent Curricula		
Overall Curriculum	51	34.0
Mathematics	1	.7
Language	1	.7
Fine Arts	2	1.3
Vocational Education	13	8.7
Career Education	1	.7
Physical Education	2	1.3
Drug Abuse Education	39	26.0
Environment	1	.7
Citizenship	1	.7
Parenthood	2	1.3

NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM
ALCOHOL, DRUG ABUSE, AND MENTAL HEALTH ADMINISTRATION, DHEW

- FY '76 Funding of Adolescence Research: $1.5 million
- Number of Adolescence Research Projects Sponsored in FY '76: 42

Mission

The National Institute on Alcohol Abuse and Alcoholism (NIAAA) has two principal objectives: (1) to make treatment and rehabilitative services available to alcoholic people and problem drinkers by mobilizing existing resources at the Federal, state and local level and by developing a broad range of community alcoholism treatment and rehabilitative programs; (2) to pursue new methods for preventing the abuse and misuse of alcoholic beverages and the testing and evaluating of the effectiveness of these methods.

Within NIAAA there are three administrative units which fund projects affecting adolescence: the Office of Program Development and Analysis, the Youth Prevention Branch (within the Division of Prevention), and the Extramural Research Branch (within the Division of Research). Each of these units has a distinct function in the enactment of portions of the Social Security Act (PL 91-616). The Office of Program Development and Analysis awards contracts for specific surveys to outside research organizations and then analyzes and reports upon the data within the agency. The Youth Prevention Branch funds demonstration and evaluation projects conducted by non-profit institutions, and the Extramural Research Branch funds proposals--usually unsolicited from university-based researchers--in the normal pattern utilized within the other health institutes.

The Division of Prevention Research includes investigations of the impact of a wide variety of factors--social, psychological, physical, economic, legal and educational--upon people's drinking patterns. In addition, studies on the etiologies of alcoholism hope to clarify the different roles that culture, health, and quality of life play in the development of this

illness. Youth has been identified as the primary target group in many of these studies. One important program direction within this division is through the Youth Education Branch. This section supports demonstration projects designed to encourage responsibility in the use of alcohol and develops and tests new youth programs for alcohol education. A second interest, channeled through the Community Prevention Branch, has as its goal the development of effective health education programs relating to alcohol abuse for the whole community population, which also includes youth.

Fiscal Year '76

Most of the research projects at NIAAA are arranged as grants, two-thirds of which are negotiated non-competitively. They are defined as three types of research: demonstration/utilization (57%), basic (29%) and applied (14%). A wide variety of foci are represented; health and welfare services is the largest category among them, and educational services is second. All projects are targeted on alcohol users. Treatment techniques, including general teaching techniques, psychotherapy, youth involvement and parent involvement, are components of significant proportions of their projects. Developmental issues, such as: self perception, interpersonal relations, emotional development and attitudes, are also of a high level of interest. Drug abuse education, for example, is a component of 64% of the projects.

Plans for Fiscal Year '77

The highest level of activity at NIAAA will continue to concern users of alcohol with a new emphasis on related pregnancy outcomes, the family, the neighborhood, or local environmental influences on the adolescent. Alcohol education, psychotherapy and counseling, and research on the methodologies of tests and measures, program evaluation, observational techniques and longitudinal research will all be important. With a moderate level of interest, delinquent, run-away and emotional aspects of drug abuse will con-

tinue to be studied. Also investigated will be issues concerning school dropouts, abused or neglected adolescents, the cognitive and socioemotional development of adolescents. In general, the disciplinary emphasis at NIAAA will remain sociological and psychological.

Table 31

NIAAA

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, & E: 1.5 million
- Number of Adolescence Research Projects: 42

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	1	2.4
Contract	1	2.4
Competitive	0	0.0
8-A Minority	0	0.0
Sole Source	0	0.0
Grant	41	97.6
Competitive	13	31.0
Non-competitive	28	66.7
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	12	28.6
Applied Research	6	14.3
Evaluation	0	0.0
Support Utilization	0	0.0
Policy Research	0	0.0
Demonstration/Utilization	24	57.1

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 32

NIAAA

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 1.5 million
- Number of Adolescence Research Projects: 42

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	4	9.5
Physical Development	2	4.8
Cognitive Development	0	0.0
Socioemotional Development	2	4.8
Family	2	4.8
Broader Social Environment	6	14.3
Study of Research Methods	0	0.0
Health/Welfare Services	20	4.7
Educational Institutions	9	21.4
Secondary Education	0	0.0
Post-Secondary Education	0	0.0
Alternative Education	0	0.0
Juvenile Justice Institutions	1	2.4

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 33

Breakdown of NIAAA FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Drug Users	42	100.0
Alcohol Users	42	100.0
Delinquent	4	9.5
Bilingual	1	2.4
International (Outside of U.S.)	2	4.8
Adolescent Developmental Issues		
Self Perception	6	14.3
Cultural/Racial Identity	2	4.8
Interpersonal Relations	8	19.0
Motivation	2	4.8
Emotional Development	10	23.8
Attitudes	15	35.7
Coping	3	7.1
Adolescent Socio-Environmental Issues		
Delinquency	1	2.4
Religious Affiliation	3	7.1
Laws and Policies	1	2.4
Employment	1	2.4
Youth Culture	4	9.5
Ethnic/Racial Culture	4	9.5
Ecological Study	2	4.8
Personnel in Adolescent's Environment		
Educational Personnel	2	4.8
Teachers	2	4.8
Health Personnel	2	4.8
Community Workers	2	4.8
Volunteers	1	2.4

Table 33 (Continued)

Breakdown of NIAAA FY '76 Adolescent Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Techniques		
Teaching Techniques	6	14.3
TV Instruction	1	2.4
Team Teaching	1	2.4
Tutorial Education	1	2.4
Individualized Education	2	4.8
Behavior Modification	1	2.4
Psychotherapy	13	31.0
Career Counseling	4	9.5
Youth Involvement	6	14.3
Parent Involvement	5	11.9
Youth Participation	1	2.4
Adolescent Curricula		
Overall Curriculum	27	64.3
Vocational Education	2	4.8
Career Education	2	4.8
Drug Abuse Education	27	64.3

NATIONAL INSTITUTE OF NEUROLOGICAL AND COMMUNICATIVE DISORDERS AND STROKE

- FY '76 Funding of Adolescence Research: $7.2 million
- Number of Adolescence Research Projects Sponsored in FY '76: 56

Mission

The mission of the National Institute of Neurological and Communicative Disorders and Stroke (NINCDS) is to further basic and applied research on neurological and communicative disorders and stroke during the adolescent period. Special research attention is devoted to treatment and rehabilitation of neurological and communicative disorders to enable affected adolescents to achieve fullest realization of their social and vocational potentials.

Priority has been given to the following issues: (1) neurologic developmental abnormalities (cerebral palsy, mental retardation, epilepsy, learning disorders and the neurologic aspects of autism); (2) communicative disorders; (3) degenerative, demyelinating, metabolic and nutritional disorders of the brain, nerves and muscles; (4) traumatic and vascular disorders which produce neurological disability; (5) viral and other infections of the nervous system; (6) cerebral neoplasms; and (7) neurol prothesis research.

Fiscal Year '76

The ratio of grants to contracts to intramural arrangements at NINCDS is 59:27:14. A large majority of the research is basic, with applied research the only other large category. Most of the research focuses on developmental issues, half of it on physical development. A few projects focus on research methods (5%) and on health services (16%). Target populations include the physically handicapped (70%), neurologically handicapped (43%), intellectually handicapped (18%), aurally handicapped (18%) and others.

Plans for Fiscal Year '77

Within NINCDS's basic goal of research in the area of physical and infectious disease, head trauma and stroke, activity in the areas of autism, mental retardation, learning disabilities, cognitive development, body growth, and hyperkinesia will be maintained. There are other plans to continue addressing aural and neurological handicap problems. Techniques to be utilized at a low level include intelligence tests, academic achievement measures and longitudinal techniques. The major disciplinary emphasis at NINCDS will continue to be biological.

Table 34

NINCDS

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 7.2 million
- Number of Adolescence Research Projects: 56

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	15	26.8
Competitive	2	3.6
8-A Minority	0	0.0
Sole Source	0	0.0
Grant	33	58.9
Competitive	19	33.9
Non-competitive	14	25.0
Intramural	8	14.3
TYPE OF R, D, & E[b]		
Basic Research	32	57.1
Applied Research	21	37.5
Evaluation	1	1.8
Support Utilization	0	0.0
Policy Research	0	0.0
Demonstration/Utilization	2	3.6

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 35

NINCDS

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 7.2 million
- Number of Adolescence Research Projects: 56

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	38	67.9
Physical Development	28	50.0
Cognitive Development	9	16.1
Socioemotional Development	0	0.0
Family	0	0.0
Broader Social Environment	0	0.0
Study of Research Methods	3	5.4
Health/Welfare Services	15	26.8
Educational Institutions	0	0.0
Secondary Education	0	0.0
Post-Secondary Education	0	0.0
Alternative Education	0	0.0
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 36

Breakdown of NINCDS FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Physically Handicapped	39	69.6
Aurally Handicapped	10	17.9
Visually Handicapped	2	3.6
Neurologically Handicapped	24	42.9
Orthopedically Handicapped	3	5.4
Hyperkinetic	1	1.8
Intellectually Handicapped	10	17.9
Mentally Retarded	7	12.5
Learning Disabled	3	5.4
Academically Slow	2	3.6
International (Outside of U.S.)	2	3.6
Adolescent Developmental Issues		
Self Perception	2	3.6
Emotional Development	1	1.8
Language Development	14	25.0
Reading Process	2	3.6
Sexual Identity	1	1.8
Coping	1	1.8
Adolescent Socio-Environmental Issues		
Sex Behavior	1	1.8
Personnel in Adolescent's Environment		
Health Personnel	5	8.9
Techniques		
Behavior Modification	1	1.8
Physical Therapy	1	1.8
Speech Therapy	1	1.8
Psychotherapy	2	3.6
Adolescent Curricula		
Overall Curriculum	3	5.4
Vocational Education	3	5.4

BUREAU OF COMMUNITY HEALTH SERVICES

- FY '76 Funding of Adolescence Research: $1.9 million
- Number of Adolescence Research Projects Sponsored in FY '76: 24

Mission

The Bureau of Community Health Services receives its authority to sponsor research and evaluation studies from Title 5, Section 512, of the Social Security Act. From this context BCHS Maternal and Child Health and Crippled Children's Research program has been committed to investigate problems related to teenage pregnancy, the handicapped, and retarded adolescents. In addition, the research grants program supports scientific studies that show the promise of improving the operation, functioning, general usefulness and effectiveness of health services for mothers and children.

These include research in delivery of health care to mothers and children, habilitation and rehabilitation of handicapped children, regional programs for high risk mothers and infants, and the study of manpower for the care of mothers and children.

Fiscal Year '76

All of the projects at BCHS are funded as competitive grants. In terms of type of research, half are applied, a fourth are basic and the remaining are spread across the other categories. Two-thirds of the projects focus on health or welfare services and 16 percent on physical development.

Plans for Fiscal Year '77

The BCHS will increase research activity in how the use of the drugs heroin and marijuana affect the outcomes of adolescent pregnancies. In addition, language development for the deaf, nutritional problems, knowledge,

attitudes and behavior surrounding physiological development, and the availability and utilization of health services will be the subject of focused attention in FY '77. Objectives of high priority will be to study intellectual handicaps, physical development, the physically handicapped, the mentally retarded, and to research and develop information on parenting skills, and school health programs. Although BCHS is interested in all demographic and ethnic sections of the country, a special emphasis is being placed on rural populations in FY '77. The only major alterations with respect to the distribution of interest regarding research methodologies, will be a high level of involvement in research of program evaluation methods and a low level of involvement in development of tests and measures. A decrease of activity will show up in production of state-of-the-arts papers and studies of the physical environment.

Table 37

BCHS

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 1.9 million
- Number of Adolescence Research Projects: 24

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	0	0.0
Competitive	0	0.0
8-A Minority	0	0.0
Sole Source	0	0.0
Grant		
Competitive	24	100.0
Non-competitive	0	0.0
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	6	25.0
Applied Research	12	50.0
Evaluation	2	8.3
Support Utilization	1	4.2
Policy Research	2	8.3
Demonstration/Utilization	1	4.2

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 38

BCHS

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 1.9 million
- Number of Adolescence Research Projects: 24

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	5	20.8
Physical Development	4	16.7
Cognitive Development	0	0.0
Socioemotional Development	0	0.0
Family	1	4.2
Broader Social Environment	0	0.0
Study of Research Methods	1	4.2
Health/Welfare Services	16	66.7
Educational Institutions	1	4.2
Secondary Education	1	4.2
Post-Secondary Education	0	0.0
Alternative Education	0	0.0
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 39

Breakdown of BCHS FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Physically Handicapped	7	29.2
Neurologically Handicapped	3	12.5
Orthopedically Handicapped	3	12.5
Emotionally Ill	1	4.2
Adolescent Parents	2	8.3
Adolescent Developmental Issues		
Self Perception	1	4.2
Emotional Development	3	12.5
Attitudes	1	4.2
Adolescent Socio-Environmental Issues		
Laws and Policies	1	4.2
Ecological Study	1	4.2
Personnel in Adolescent's Environment		
Educational Personnel	1	4.2
Teachers	1	4.2
Techniques		
Teaching Techniques	1	4.2
Physical Therapy	1	4.2
Psychotherapy	1	4.2
Parent Involvement	1	4.2
Adolescent Curricula		
Overall Curriculum	2	8.3
Mathematics	1	4.2
Social Studies	1	4.2
Language	1	4.2
Health Education	2	8.3
Parenthood	1	4.2

SOCIAL AND REHABILITATION SERVICE

- FY '76 Funding of Adolescence Research: $3.5 million
- Number of Adolescence Research Projects Sponsored in FY '76: 13

Mission

The Social and Rehabilitation Service derives its mission from the original Social Security Act of 1935. Established as the conduit for providing social services outlined within the Act, its research mandate consequently focuses upon the affected populations: the impoverished, the physically handicapped, or those in some way dependent upon social services for guidance and support. Its legacy makes it the most experienced of the Federal agencies with these populations.

The goal of SRS research efforts as set forth in the Social Security Act and the Vocational and Rehabilitation Act is to discover, test, demonstrate and promote the utilization of new social and rehabilitation service concepts which will provide service to dependent and vulnerable populations: the poor, the handicapped, the aged, and children and youth.

Fiscal Year '76

SRS funded 13 grants affecting adolescence in FY '76. Four were evaluations, three were applied research, and three were demonstrations. Twelve of the 13 focused primarily upon health or welfare services, and one on juvenile justice.

Plans for Fiscal Year '77

The '77 fiscal year should show increased activity in the areas of physically handicapped, emotionally handicapped and intellectually handicapped. Particular focus will be directed toward adolescent parents and

the poor or disadvantaged populations. The subject areas concerning the availability and utilization of health services and the issues and development of special education will show increased levels of activity as will the issue of birth control. Research on methodologies will remain at the same moderate level of activity.

Table 40

SRS

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 3.5 million
- Number of Adolescence Research Projects: 13

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	0	0.0
Competitive	0	0.0
8-A Minority	0	0.0
Sole Source	0	0.0
Grant	13	100.0
Competitive	11	84.6
Non-competitive	0	0.0
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	0	0.0
Applied Research	3	23.1
Evaluation	4	30.8
Support Utilization	2	15.4
Policy Research	1	7.7
Demonstration/Utilization	3	23.1

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 41

SRS

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 3.5 million
- Number of Adolescence Research Projects: 13

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	0	0.0
Physical Development	0	0.0
Cognitive Development	0	0.0
Socioemotional Development	0	0.0
Family	0	0.0
Broader Social Environment	0	0.0
Study of Research Methods	0	0.0
Health/Welfare Services	12	92.3
Educational Institutions	0	0.0
Secondary Education	0	0.0
Post-Secondary Education	0	0.0
Alternative Education	0	0.0
Juvenile Justice Institutions	1	17.7

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 42

Breakdown of SRS FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Abused/Neglected	1	7.7
Runaway	1	7.7
Adolescent Developmental Issues		
Interpersonal Relations	1	7.7
Motivation	1	7.7
Personnel in Adolescent's Environment		
Health Personnel	2	15.4
Volunteers	1	7.7

NATIONAL INSTITUTE OF EDUCATION, DHEW

- FY '76 Funding of Adolescence Research: $65.0 million
- Number of Adolescence Research Projects Active in FY '76: 403

Mission

The National Institute of Education has been mandated by Congress to conduct, collect, and disseminate educational research, to train educational researchers, and to assist in effecting these tasks through sponsorship of grants, contracts, and technical assistance. The NIE has, as its goal, the amelioration of the problems of American children through education, the advancement of the practice of education as an art, as a science, as a profession, and the strengthening of the scientific foundations of education through the construction of an effective research and development system.

Adolescence research is not a separate priority of NIE. Instead, research in adolescence is undertaken primarily insofar as it relates to the following priority, goal-oriented activities:

Dissemination and Resources - Improving dissemination and application of the results of educational research and development, and building an effective R & D system.

Educational Equity - Improving school's abilities to provide equal educational opportunity for populations whose opportunities have been limited because of their racial, ethnic, or language background, sex, or socioeconomic status.

Education and Work - Improving the ability of the education system to prepare youths and adults for entering and progressing in careers.

School Capacity for Problem Solving - Improving the capability of schools and school systems to diagnose their own problems and to diagnose their own problems and to design solutions.

Basic Skills - Improving student performance in such essential skills as reading and mathematics.

Finance and Productivity - Improving the ability of educational institutions to provide high quality education under conditions of declining enrollment, rising costs, and increased competition for funds.

Fiscal Year '76

The research at NIE is divided almost evenly between contracts and grants. About two-thirds is awarded competitively. The projects fall into all types

of research categories with none receiving more than 36%. Applied research is the largest (35%). Most of the projects focus on educational institutions and the remainder spread across development, the broader social environment and the study of research methods. The pattern that seems to develop among target populations is that NIE does not tend to focus on any one group. Educational programs, especially teachers, are of course of high interest levels. Others are: attitudes, laws and policies and curriculum.

Plans for Fiscal Year '77

The NIE will maintain its presently low profile with respect to both the physically and the emotionally handicapped. Similarly, within the area of the intellectually handicapping problems, its level of activity concerning adolescents who are retarded or who have learning disabilities will remain at a low or a medium level. As has been the case in previous years, moderately high attention will be paid to problems surrounding those who are academically slow, those who drop out of school, and those who are bilingual.

Consistent with FY '76, very high attention will be paid to the areas of adolescent cognitive development: thought processes, perception/attention, and language development. Moderate activity will continue with respect to projects on adolescent socioemotional development, the influences of family interaction, the local neighborhood and mass media. More interest will continue to be shown on remedial reading than upon such problems as hyperkinesis. A high level of activity will be funded for research on innovative education within schools including investigations of alternatives to schools, work experience, career education, and on-the-job skill development. One change that will occur is the level of interest in voucher systems, which will move from medium to low. Energy will also be invested in researching methodologies. In comparison to other agencies, the NIE will continue to maintain a relatively high degree of activity in basic research which would employ the social science disciplines of history (analysis of precedent), sociology, and political science in addition to that of psychology.

Table 43

NIE

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 65.0 million
- Number of Adolescence Research Projects: 403

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	198	49.1
Competitive	92	22.8
8-A Minority	1	0.2
Sole Source	100	24.8
Grant	205	50.9
Competitive	170	42.2
Non-competitive	29	7.2
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	81	20.1
Applied Research	144	35.7
Evaluation	46	11.4
Support Utilization	74	18.4
Policy Research	34	8.4
Demonstration/Utilization	24	6.0

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 44

NIE

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 65.0
- Number of Adolescence Research Projects: 403

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	57	14.1
Physical Development	2	0.5
Cognitive Development	29	7.2
Socioemotional Development	24	6.0
Family	1	0.2
Broader Social Environment	24	6.0
Study of Research Methods	39	9.7
Health/Welfare Services	0	0.0
Educational Institutions	282	70.0
Secondary Education	22	5.5
Post-Secondary Education	24	6.0
Alternative Education	0	0.0
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 45

Breakdown of NIE FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Intellectually Handicapped	3	.7
Mentally Retarded	1	.2
Learning Disabled	2	.5
Academically Slow	22	5.5
School Dropouts	3	.7
Gifted	3	.7
Bilingual	17	4.2
International (Outside of U.S.)	8	2.0
Adolescent Developmental Issues		
Self Perception	27	6.7
Cultural/Racial Identity	5	1.2
Interpersonal Relations	21	5.2
Motivation	26	6.5
Emotional Development	7	1.7
Language Development	23	5.7
Reading Process	9	2.2
Development Continuity	2	.5
Sexual Identity	7	1.7
Attitudes	55	13.6
Adolescent Socio-Environmental Issues		
Religious Affiliation	2	.5
Laws and Policies	48	11.9
Employment	9	2.2
Youth Culture	1	.2
Ethnic/Racial Culture	13	3.2
Ecological Study	10	2.5
Personnel in Adolescent's Environment		
Educational Personnel	55	13.6
Teacher Trainers	1	.2
Educational Administrators	19	4.7
Teachers	45	11.2
Paraprofessional Educators	3	.7
Volunteers	1	.2

Table 45 (Continued)

Breakdown of NIE FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Techniques		
Teaching Techniques	145	36.0
Bilingual Education	7	1.7
Computer-Assisted Education	8	2.0
TV Instruction	10	2.5
Open Classroom	11	2.7
Nongraded Classes	2	.5
Team Teaching	1	.2
Work Experience	10	2.5
Tutorial Education	2	.5
Individualized Education	43	10.7
Behavior Modification	2	.5
Career Counseling	4	1.0
Youth Involvement	3	.7
Desegregation	16	4.0
Mainstreaming	1	.2
Parent Involvement	18	4.5
Adolescent Curricula		
Overall Curriculum	176	43.7
Mathematics	37	9.2
Social Studies	8	2.0
Language	54	13.4
Fine Arts	7	1.7
Science	7	1.7
Vocational Education	11	2.7
Career Education	31	7.7
Physical Education	4	1.0
Health Education	2	.5
Environment	2	.5
Citizenship	3	.7
Reading	43	10.7

NATIONAL CENTER FOR EDUCATION STATISTICS
EDUCATION DIVISION, DHEW

- FY '76 Funding of Adolescence Research: $6.9 million
- Number of Adolescence Research Projects Sponsored in FY '76: 23

Mission

The National Center for Education Statistics (NCES) is the primary statistical agency within the Education Division of the United States Department of Health, Education, and Welfare.

The Education Amendments of 1974 enlarged the scope of the Center's mission and assigned NCES to the Office of the Assistant Secretary for Education. The Center has a four-part mandate: to document statistically the condition of American education, to prepare special analyses of such statistics, to assist state and local education agencies in meeting their statistical requirements, and to report on educational activities in foreign countries.

The National Center for Education Statistics is the primary Federal agency responsible for the collection, processing, storage, interpretation, reporting and dissemination of statistics about education. In this respect NCES takes the leadership role among Federal agencies for setting statistical standards and implementing a statistical program which provides users with convenient access to data and with a basic core of comparable data for monitoring trends. The Center reviews and assembles data from many sources to report annually to the Congress on the condition of education and to provide information to the education community.

Fiscal Year '76

The work at NCES divides 60:40, in the type of funding arrangement, between contracts (primarily competitive) and intramural. Most projects fit into the category of research support and utilization which includes

social and demographic data gathering and analysis. Almost 75% of the projects focus on educational services with the remaining six projects divided between a developmental focus and focus on the broader social environment. Looking at the various areas of research, NCES shows no concentration on any one particular target or personnel group, techniques, developmental or socioemotional problems, or particular curricula.

Plans for Fiscal Year '77

NCES maintains a high level of interest in serving a wide range of target populations. The subject area representing the highest level of agency interest is cognitive development with a moderate focus on language development. Family and neighborhood influences also receive moderate agency attention. A variety of methodological techniques are of high interest to NCES including: research design, survey analysis, longitudinal research and methods to improve comparability. Academic achievement and self-concept will receive major agency emphasis.

Table 46

NCES

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 6.9 million
- Number of Adolescence Research Projects: 23

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	14	60.9
Competitive	12	52.2
8-A Minority	1	4.3
Sole Source	1	4.3
Grant	0	0.0
Competitive	0	0.0
Non-competitive	0	0.0
Intramural	9	39.1
TYPE OF R, D, & E[b]		
Basic Research	0	0.0
Applied Research	1	4.3
Evaluation	0	0.0
Support Utilization	21	91.3
Policy Research	1	4.3
Demonstration/Utilization	0	0.0

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 47

NCES

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 6.9 million
- Number of Adolescence Research Projects: 23

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	3	13.0
Physical Development	1	4.3
Cognitive Development	2	8.7
Socioemotional Development	0	0.0
Family	0	0.0
Broader Social Environment	3	13.0
Study of Research Methods	0	0.0
Health/Welfare Services	0	0.0
Educational Institutions	17	73.9
Secondary Education	0	0.0
Post-Secondary Education	1	4.3
Alternative Education	0	0.0
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 48

Breakdown of NCES FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
School Dropouts	1	4.3
Bilingual	1	4.3
International (Outside of U.S.)	1	4.3
Adolescent Developmental Issues		
Motivation	1	4.3
Language Development	1	4.3
Reading Process	1	4.3
Attitudes	2	8.7
Adolescent Socio-Environmental Issues		
Employment	1	4.3
Ethnic/Racial Culture	1	4.3
Personnel in Adolescent's Environment		
Educational Personnel	2	8.7
Teachers	2	8.7
Adolescent Curricula		
Overall Curriculum	2	8.7
Mathematics	1	4.3
Social Studies	1	4.3
Language	1	4.3
Fine Arts	1	4.3
Science	1	4.3
Vocational Education	1	4.3
Career Education	1	4.3
Reading	1	4.3

OFFICE OF CHILD DEVELOPMENT
OFFICE OF HUMAN DEVELOPMENT,
OFFICE OF THE SECRETARY, DHEW

- FY '76 Funding of Adolescence Research: $18.7 million
- Number of Adolescence Research Projects Sponsored in FY '76: 148

Mission

The Office of Child Development advises the Federal government on matters pertaining to the care and development of children and assists in the development of national policies and programs designed to have an impact on the well-being of children and their families. Through activities such as the development of model legislation and standards, the provision of technical assistance, and the conduct of demonstration projects, OCD seeks to stimulate institutional changes at the Federal, state and local levels in order to improve the delivery of services to children and families, particularly those children and families who are most at risk due to economic disadvantage or other vulnerabilities. Research which can include children in the age range represented in this report is directed at the needs of particular populations of vulnerable children such as the abused or neglected, children in foster care, children in need of adoptive homes, and children in institutions.

Fiscal Year '76

Over ninety percent of OCD's projects are funded as competitive grants and fall into each type of research category. Applied research is the largest (44%) with basic (18%) and demonstration/utilization (18%) second. Child abuse research makes up most of the demonstration/utilization category and is also a subject within the projects which primarily focus on health or welfare services. The second and third largest primary focus categories are on educational services, and the family. The largest target population is the abused or neglected, which are mentioned in 44% of

OCD's research on youth. Psychotherapy and parent involvement are the two most commonly used techniques. Curriculum, particularly parenthood education, is studied frequently.

Plans for FY '77

OCD will maintain a moderately high level of activity in issues involving the mentally retarded, learning disabled, academically slow, school dropouts, and the bilingual. A new low-level interest is expected in populations outside the U.S. Broad interest will continue with respect to cognitive development (language, thought processes, perception, attention, decision-making) as well as several aspects of social development (personality, emotional development, attitudes and behavior). High interest will be maintained in the problems of the poor and the inner city. High interest in FY '77 will also be focused upon abused or neglected adolescents, the family structure, family functions, parenting skills, the general influences of the social/cultural environment, developing "developmental continuity" within the schools, analyzing program evaluation methods, and developing tests, measures and methods to improve comparability. Less work will research body growth. No change is to be expected with respect to methodological emphases. The use of intelligence and academic achievement tests will not take precedence over the use of other techniques. An interest in the secondary analysis of data will be evident in OCD activities.

Table 49

OCD

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 18.7 million
- Number of Adolescence Research Projects: 148

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	11	7.4
Competitive	6	4.1
8-A Minority	0	0.0
Sole Source	1	0.7
Grant	137	92.6
Competitive	122	82.4
Non-competitive	0	0.0
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	27	18.2
Applied Research	65	43.9
Evaluation	11	7.4
Support Utilization	14	9.5
Policy Research	4	2.7
Demonstration/Utilization	27	18.2

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 50

OCD

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 18.7
- Number of Adolescence Research Projects: 148

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	9	6.1
Physical Development	1	0.7
Cognitive Development	0	0.0
Socioemotional Development	4	2.7
Family	17	11.5
Broader Social Environment	2	1.4
Study of Research Methods	8	5.4
Health/Welfare Services	94	63.5
Educational Institutions	18	12.2
Secondary Education	0	0.0
Post-Secondary Education	0	0.0
Alternative Education	0	0.0
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 51

Breakdown of OCD FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Physically Handicapped	3	2.0
Neurologically Handicapped	2	1.4
Hyperkinetic	1	.7
Emotionally Ill	5	3.4
Autistic	1	.7
Psychotic	1	.7
Delinquent	5	3.4
Abused/Neglected	65	43.9
Adolescent Parents	2	1.4
Adolescent Developmental Issues		
Self Perception	8	5.4
Interpersonal Relations	7	4.7
Motivation	1	.7
Emotional Development	10	6.8
Language Development	3	2.0
Reading Process	1	.7
Developmental Continuity	3	2.0
Attitudes	11	7.4
Coping	1	.7
Adolescent Socio-Environmental Issues		
Religious Affiliation	2	1.4
Laws and Policies	10	6.8
Sex Behavior	1	.7
Ethnic/Racial Culture	8	5.4
Ecological Study	9	6.1
Personnel in Adolescent's Environment		
Educational Personnel	5	3.4
Teachers	2	1.4
Paraprofessional Educators	1	.7
Welfare Personnel	8	5.4
Police	1	.7
Health Personnel	4	2.7
Community Workers	2	1.4

Table 51 (Continued)

Breakdown of OCD FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Techniques		
Teaching Techniques	10	6.8
TV Instruction	2	1.4
Individualized Education	1	.7
Behavior Modification	1	.7
Psychotherapy	22	14.9
Career Counseling	1	.7
Deinstitutionalization	1	.7
Youth Involvement	3	2.0
Mainstreaming	2	1.4
Parent Involvement	23	15.5
Adolescent Curricula		
Overall Curriculum	33	22.3
Social Studies	1	.7
Language	1	.7
Vocational Education	1	.7
Career Education	1	.7
Health Education	1	.7
Sex Education	1	.7
Environment	1	.7
Parenthood	15	10.1
Reading	1	.7

REHABILITATION SERVICES ADMINISTRATION

- Funding of Adolescence Research: $.4 million
- Number of Adolescence Research Projects Sponsored in FY '76: 11

Mission

The mission of the Rehabilitation Services Administration, through technical and financial assistance, in conjunction with state rehabilitation and other public and voluntary agencies, is to assist the administration and maintenance of rehabilitation programs leading handicapped individuals to maximum participation in gainful employment. The goal of the agency is to provide quality vocational rehabilitation services for eligible handicapped individuals. Priority is given to those who are severely handicapped. Additional goals of the agency include: capacity building of rehabilitative services.

Fiscal Year '76

All eleven of the RSA projects affecting adolescents were grants, with ten awarded through non-competitive arrangements. Six were funded for applied research purposes; three for evaluation, one for demonstration, and one for basic purposes. Four of the eleven focused on educational institutions, three on health or welfare services, and two on the family.

Table 52

RSA

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: .4 million
- Number of Adolescence Research Projects: 11

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	0	0.0
Competitive	0	0.0
8-A Minority	0	0.0
Sole Source	0	0.0
Grant	11	100.0
Competitive	1	9.1
Non-competitive	10	90.9
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	1	9.1
Applied Research	6	54.5
Evaluation	3	27.3
Support Utilization	0	0.0
Policy Research	0	0.0
Demonstration/Utilization	1	9.1

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 53

RSA

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: .4 million
- Number of Adolescence Research Projects: 11

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	1	9.1
Physical Development	0	0.0
Cognitive Development	0	0.0
Socioemotional Development	0	0.0
Family	2	18.2
Broader Social Environment	0	0.0
Study of Research Methods	1	9.1
Health/Welfare Services	3	27.3
Educational Institutions	4	36.4
Secondary Education	1	9.1
Post-Secondary Education	0	0.0
Alternative Education	1	9.1
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 54

Breakdown of RSA FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Physically Handicapped	4	36.4
Aurally Handicapped	1	9.1
Intellectually Handicapped	3	27.3
Mentally Retarded	3	27.3
Emotionally Ill	1	9.1
Drug Users	2	18.2
Alcohol Users	2	18.2
Delinquent	1	9.1
Adolescent Developmental Issues		
Self Perception	1	9.1
Emotional Development	2	18.2
Language Development	1	9.1
Attitudes	2	18.2
Adolescent Socio-Environmental Issues		
Delinquency	1	9.1
Ecological Study	1	9.1
Techniques		
Teaching Techniques	1	9.1
Work Experience	1	9.1
Physical Therapy	1	9.1
Speech Therapy	1	9.1
Psychotherapy	1	9.1
Parent Involvement	2	18.2
Adolescent Curricula		
Overall Curriculum	4	36.4
Vocational Education	2	18.2

THE OFFICE OF EDUCATION

- FY '76 Funding of Adolescence Research: $149.9 million
- Number of Adolescence Research Projects Sponsored in FY '76: 1405

Mission

The Office of Education plays two broadly defined roles: first as an administrator for legislative programs dealing with schools and school systems, and second, as an advocative organization in the field of education. Its legislative mandate requests that OE be an active participant in sponsoring research (which can include basic research) in the fields of vocational education and education of the handicapped. In addition, however, many of OE's other activities are expressed within the definitions of "development," which may include evaluation, planning, pilot, and experimental projects.

The Office of Education collects facts and statistics to show the condition and progress of education, diffuses information to aid in the establishment and maintenance of efficient school systems and generally promotes the cause of education. Related functions delegated to OE include the responsibility for Federal financial assistance to education and for special studies and programs. This report describes eight subsections within OE which engage in research or development and demonstration activities affecting adolescents: The Bureau of Education for the Handicapped, the Bureau of Elementary and Secondary Education, the Office of Indian Education, the Bureau of Occupational and Adult Education, the Office of Planning, Budgeting, and Evaluation, the Right-To-Read Effort, the Office of Career Education, and the Division of International Education. Their missions, activities and interests are outlined below.

Fiscal Year '76

All of the projects at OE are funded as grants, primarily competitive. About 85% of the research is demonstration/utilization activities,

with the remaining labeled as applied, support and utilization, or policy research. They focus almost exclusively on educational institutions. Although a smattering of handicapped populations are targeted, the only populations with more than 10% of the projects are school dropouts (31%), bilingual (29%) and academically slow (10%). Educational personnel, mainly teachers and paraprofessionals, are studied in 40% of the projects. A majority of the projects look at teaching techniques, of primary interest are: bilingual education, tutorial education and individualized education. Developmental issues of interest include: self perception (42%), cultural/racial identity (34%), language development (19%) and attitudes (17%). The curriculum offered by the programs covered basic skills education and others such as: vocational and career education.

OFFICE OF PLANNING, BUDGETING, AND EVALUATION
U.S. OFFICE OF EDUCATION, DHEW

- FY '76 Funding of Evaluations Related to Adolescence: $7.9 million
- Number of Projects Related to Adolescence Active in FY '76: 37

Mission

This office has primary responsibility for planning, budgeting, and evaluating programs administered by the Office of Education. These are Federal programs in elementary, secondary, post-secondary, vocational, career, and special education. OPBE helps the various organizational units of OE to establish program objectives and coordinates their planning and budgeting activities. It prepares analytical studies for developing educational policy and suggests the kinds of information to be collected for use in subsequent planning and evaluation activities. OPBE also prepares material supporting OE's five-year plan and its budget requests. However, a major emphasis is on evaluating OE programs through contracted projects which utilize research methodology.

Fiscal Year '76

Almost all of the projects at OPBE (all contracts and primarily competitive) are evaluations. Several fall into the research support and utilization category and a couple are made for applied and policy research purposes. The vast majority focus on educational institutions; less than 10% are in any other category. Other focus categories include: study of research methods (3), broader social environment (1), health and welfare services (1), and juvenile justice institutions (1). In the area of personnel in the adolescent's environment, educational personnel, including administrators and teachers, are mentioned in more than 10% of the proposals funded. Teaching techniques, especially bilingual education, are of high interest. Other topics showing a frequency of more than 10% are: desegregation, motivation, and laws and policies that impact on adolescents. Curricula of particular interest include: language, vocational education and reading.

Plans for Fiscal Year '77

In FY '77 OPBE will continue its interest in innovative educational programs. The effects of school desegregation will receive moderate agency interest as will research on bilingual language development. Techniques to be utilized will continue to include measures of academic achievement, interview techniques and survey analysis.

Table 55

OPBE

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 7.9 million
- Number of Adolescence Research Projects: 37

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	37	100.0
Competitive	35	94.6
8-A Minority	0	0.0
Sole Source	1	2.7
Grant	0	0.0
Competitive	0	0.0
Non-competitive	0	0.0
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	0	0.0
Applied Research	2	5.4
Evaluation	26	70.3
Support Utilization	7	18.9
Policy Research	2	5.4
Demonstration/Utilization	0	0.0

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 56

OPBE
PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 7.9 million
- Number of Adolescence Research Projects: 37

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	0	0.0
Physical Development	0	0.0
Cognitive Development	0	0.0
Socioemotional Development	0	0.0
Family	0	0.0
Broader Social Environment	1	2.7
Study of Research Methods	3	8.1
Health/Welfare Services	1	2.7
Educational Institutions	31	83.8
Secondary Education	1	2.7
Post-Secondary Education	4	10.8
Alternative Education	1	2.7
Juvenile Justice Institutions	1	2.7

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 57

Breakdown of OPBE FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Physically Handicapped	1	2.7
Intellectually Handicapped	1	2.7
Mentally Retarded	1	2.7
Emotionally Ill	1	2.7
Delinquent	1	2.7
Abused/Neglected	1	2.7
Academically Slow	1	2.7
Bilingual	4	10.8
Adolescent Developmental Issues		
Self Perception	3	8.1
Cultural/Racial Identity	1	2.7
Interpersonal Relations	1	2.7
Motivation	4	10.8
Emotional Development	1	2.7
Language Development	1	2.7
Reading Process	2	5.4
Attitudes	6	16.2
Adolescent Socio-Environmental Issues		
Unemployment	1	2.7
Religious Affiliation	1	2.7
Laws and Policies	7	18.9
Employment	1	2.7
Personnel in Adolescent's Environment		
Educational Personnel	5	13.5
Educational Administrators	4	10.8
Teachers	4	10.8
Techniques		
Teaching Techniques	11	29.7
Bilingual Education	4	10.8
Work Experience	1	2.7
Psychotherapy	1	2.7
Career Counseling	2	5.4
Youth Involvement	1	2.7
Desegregation	4	10.8
Parent Involvement	1	2.7

Table 57 (Continued)

Breakdown of OPBE FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Adolescent Curricula		
Overall Curriculum	15	40.5
Mathematics	2	5.4
Language	4	10.8
Vocational Education	4	10.8
Career Education	1	2.7
Reading	4	10.8

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION

- Funding of Adolescence Research: $11.5 million
- Number of Adolescence Research Projects Sponsored in FY '76: 178

Mission

Section 131(a) of Part C of the Vocational Educational Amendments of 1968 (P.L. 90-576) authorizes funds for research in vocational education. The Commissioner of Education is authorized to allocate 50 percent of the research and training under Part C directly to profit and to non-profit agencies and institutions. The law authorizes funds to do research in vocational education, to sponsor training programs designed to familiarize participants with vocational education research, to establish experimental, demonstration, developmental and pilot projects, to develop new vocational education curricula and to identify opportunities requiring less than professional training in such fields as mental and physical health, crime prevention and correction, child care, and recreation.

Goals of the BOAE Center for Adult, Vocational, Technical, and Manpower Education include the improvement and expansion of vocational education, guidance, counseling, placement, and follow-up systems, and the integration of handicapped students into vocational education programs. The research areas related to this mission include curricula studies (e.g., the development of individualized and performance-oriented curricula), the identification of emerging occupations and the curriculum and manpower needs emanating from them, and lastly, the identification of a common core of basic skills for occupational clusters.

Agency research priorities include the following goals: (1) to improve equal access and opportunity to vocational education for all students; (2) to eliminate sex role stereotyping and sex bias in vocational education programs; (3) to improve education and work programs; (4) to improve vocational education at the adult and post-secondary levels; and (5) to improve curriculum management and instructional materials in vocational education.

Fiscal Year '76

Most of the FY '76 projects at BOAE are competitive grants. This year's collection included two new sections at BOAE, Metric Education and Consumers Education. Although the research had representatives in all types of research categories, they are primarily defined as applied, research support and utilization, and demonstration/utilization. There was one basic research project. The primary focus was almost exclusively on educational institutions. BOAE specifically mentioned interests in three target populations: bilingual (8%), physically handicapped (5%) and intellectually handicapped (5%). Teachers in the adolescent environment are a focus in almost 35% of the projects. The techniques of work experience, career counseling, and individualized education are also often a part. In the area of developmental issues, attitudes play an important role. Vocational education and career education are the curricula of highest frequency.

Plans for Fiscal Year '77

New emphasis will be placed on certain target populations at BOAE in FY '77. These include: adolescent parents, poor or disadvantaged, urban, and rural populations. A continued high level of interest will focus on intellectually handicapped. Subject focus categories of high interest will be work experience, voluntary service by students, schools "without walls," in-school vocational or technical education, on the job skill development and guidance counseling. Moderate levels of activity will continue in the areas of socioemotional development, especially concerning attitudes and behavior.

Table 58

BOAE

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 11.5 million
- Number of Adolescence Research Projects: 227

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	10	4.4
Competitive	6	2.6
8-A Minority	0	0.0
Sole Source	2	0.9
Grant	217	95.6
Competitive	212	93.4
Non-competitive	0	0.0
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	1	.4
Applied Research	106	46.7
Evaluation	6	2.6
Support Utilization	55	24.2
Policy Research	6	2.6
Demonstration/Utilization	53	23.3

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 59

BOAE

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 11.5 million
- Number of Adolescence Research Projects: 227

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	1	0.4
Physical Development	0	0.0
Cognitive Development	1	0.4
Socioemotional Development	0	0.0
Family	0	0.0
Broader Social Environment	0	0.0
Study of Research Methods	3	1.3
Health/Welfare Services	1	0.4
Educational Institutions	222	97.8
Secondary Education	41	18.1
Post-Secondary Education	17	7.5
Alternative Education	23	10.1
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 60

Breakdown of BOAE FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Physically Handicapped	12	5.3
Aurally Handicapped	5	2.2
Visually Handicapped	3	1.3
Intellectually Handicapped	11	4.8
Mentally Retarded	7	3.1
Learning Disabled	5	2.2
Emotionally Ill	1	.4
Delinquent	2	.9
Academically Slow	3	1.3
School Dropouts	7	3.1
Gifted	9	4.0
Bilingual	18	7.9
Adolescent Socio-Environmental Issues		
Self Perception	9	4.0
Cultural/Racial Identity	1	.4
Interpersonal Relations	6	2.6
Motivation	2	.9
Emotional Development	1	.4
Language Development	5	2.2
Development Continuity	1	.4
Attitudes	35	15.4
Coping	1	.4
Adolescent Socio-Environmental Issues		
Delinquency	1	.4
Laws and Policies	3	1.3
Employment	15	6.6
Ethnic/Racial Culture	1	.4
Personnel in Adolescent's Environment		
Educational Personnel	97	42.7
Teacher Trainers	2	.9
Educational Administrators	32	14.1
Teachers	79	34.8
Paraprofessional Educators	1	.4
Community Workers	1	.4
Volunteers	1	.4

Table 60 (Continued)

Breakdown of BOAE FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Techniques		
Teaching Techniques	92	40.5
Bilingual Education	10	4.4
Computer-Assisted Education	3	1.3
TV Instruction	2	.9
Nongraded Classes	21	9.3
Team Teaching	3	1.3
Work Experience	45	19.8
Tutorial Education	1	.4
Individualized Education	38	16.7
Career Counseling	55	24.2
Deinstitutionalization	3	1.3
Youth Involvement	2	.9
Mainstreaming	6	2.6
Parent Involvement	20	8.8
Adolescent Curricula		
Overall Curriculum	220	96.9
Mathematics	45	19.8
Social Stucies	1	.4
Language	7	3.1
Science	3	1.3
Vocational Education	129	56.8
Career Education	75	33.0
Citizenship	1	.4
Reading	2	.9

BUREAU OF EDUCATION FOR THE HANDICAPPED

- FY '76 Funding of Adolescence Research: $39.3 million
- Number of Adolescence Research Projects: 208

Mission

It has been estimated that there are seven million children in the United States who are handicapped by blindness, deafness, speech problems, mental retardation, conditions of crippling, or other health impediments. The Bureau of Education for the Handicapped is dedicated to directly or indirectly seeing that all are being served educationally by the year 1980. Within the original pieces of legislation (PL 89-313 and PL 91-230) which mandate the programmatic aspects of this effort, provision was made under Title VI, Part E for research on the handicapped, including handicapped adolescents.

The mission of the Bureau of Education for the Handicapped is to insure that all handicapped children and youth receive appropriate educational services to enable them to develop their fullest potential and thereby reduce their degree of dependency. Research emphasis is placed on: (1) developing and demonstrating career education models relevant to both the job market and the abilities and aspirations of handicapped youth; (2) developing personnel training methods; and (3) investigating how the most severely handicapped youth can become as independent as possible by providing increased opportunities for self-development.

Fiscal Year '76

In a ratio of approximately 70:30 (grants to contracts) the research at BEH is primarily (around 90%) funded on a competitive basis. Projects show a variety of research types with demonstration/utilization receiving almost half and applied research receiving 38 percent. Most of the

research focuses on educational institutions, but other categories include adolescence development, research methods and health or welfare services. Because of the agency's legislative mandate, the target populations are relatively specific, with emphasis on the physically handicapped, aurally handicapped, visually handicapped, intellectually handicapped, mentally retarded, learning disabled, emotionally ill and gifted. Educational personnel (especially teachers) are studied in a large percentage of the projects. Individualized techniques and tutorial education are also studied in many projects. Mainstreaming is an issue in approximately 15% of the projects.

Plans for Fiscal Year '77

BEH will continue to cover the field of the handicapped in all three areas of physical, emotional and intellectual handicaps. A new focus will include an interest in bilingual populations. Cognitive development will remain of major interest, while emotional development will gain emphasis in the areas of attitudes and behavior. Remedial reading will be another new area of interest. Career education and work experience will also continue to be part of BEH programs. A moderate level of activity will be centered on research on research methodology. New emphasis will be placed on the use of longitudinal techniques and use of sociological and psychological approaches to the field of education for the handicapped.

Table 61

BEH

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 39.3 million
- Number of Adolescence Research Projects: 208

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	60	28.8
Competitive	53	25.5
8-A Minority	0	0.0
Sole Source	1	0.5
Grant	148	71.2
Competitive	133	63.9
Non-competitive	0	0.0
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	15	7.2
Applied Research	81	38.9
Evaluation	6	2.9
Support Utilization	8	3.8
Policy Research	0	0.0
Demonstration/Utilization	98	47.1

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 62

BEH

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 39.3 million
- Number of Adolescence Research Projects: 208

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	17	8.2
Physical Development	2	1.0
Cognitive Development	10	4.8
Socioemotional Development	3	1.4
Family	0	0.0
Broader Social Environment	0	0.0
Study of Research Methods	5	2.4
Health/Welfare Services	13	6.3
Educational Institutions	173	83.2
Secondary Education	2	1.0
Post-Secondary Education	9	4.3
Alternative Education	1	0.5
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 63

Breakdown of BEH FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Physically Handicapped	75	36.1
Aurally Handicapped	29	13.9
Visually Handicapped	22	10.6
Neurologically Handicapped	10	4.8
Orthopedically Handicapped	12	5.8
Hyperkinetic	1	.5
Intellecutally Handicapped	96	46.2
Mentally Retarded	49	23.6
Learning Disabled	60	28.8
Emotionally Ill	21	10.1
Autistic	1	.5
Psychotic	1	.5
Drug Users	1	.5
Delinquent	2	1.0
Abused/Neglected	1	.5
Academically Slow	1	.5
School Dropouts	1	.5
Gifted	33	15.9
Runaway	1	.5
Adolescent Parents	1	.5
Bilingual	4	1.9
Adolescent Developmental Issues		
Self Perception	18	8.7
Interpersonal Relations	14	6.7
Motivation	3	1.4
Emotional Development	7	3.4
Language Development	23	11.1
Reading Process	6	2.9
Sexual Identity	2	1.0
Attitudes	17	8.2
Coping	4	1.9
Adolescent Socio-Environmental Issues		
Status Offenses	1	.5
Laws and Policies	4	1.9
Ethnic/Racial Culture	1	.5
Ecological Study	3	1.4

Table 63 (Continued)

Breakdown of BEH FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Personnel in Adolescent's Environment		
Educational Personnel	100	48.1
Teacher Trainers	1	.5
Educational Administrators	10	4.8
Teachers	86	41.3
Paraprofessional Educators	9	4.3
Welfare Personnel	1	.5
Police	1	.5
Health Personnel	1	.5
Volunteers	3	1.4
Techniques		
Teaching Techniques	89	42.8
Bilingual Education	1	.5
Computer-Assisted Education	3	1.4
TV Instruction	2	1.0
Open Classroom	1	.5
Nongraded Classes	2	1.0
Team Teaching	4	1.9
Tutorial Education	23	11.1
Individualized Education	48	23.1
Behavior Modification	11	5.3
Physical Therapy	3	1.4
Speech Therapy	5	2.4
Psychotherapy	3	1.4
Career Counseling	16	7.7
Deinstitutionalization	1	.5
Youth Involvement	3	1.4
Mainstreaming	32	15.4
Parent Involvement	36	17.3
Adolescent Curricula		
Overall Curriculum	114	54.8
Mathematics	17	8.2
Social Studies	3	1.4
Language	29	13.9
Fine Arts	8	3.8

Table 63 (Continued)

Breakdown of BEH FY '76 Adolescence Research Projects

	Number of Projects	Percentage Of Adolescence Projects Within the Agency
Adolescent Curricula (Continued)		
Science	4	1.9
Vocational Education	23	11.1
Career Education	16	7.7
Physical Education	4	1.9
Health Education	2	1.0
Drug Abuse Education	1	.5
Environment	1	.5
Citizenship	5	2.4
Parenthood	3	1.4
Reading	12	5.8

OFFICE OF INDIAN EDUCATION

- FY '76 Funding of Adolescence Research: $10.?
- Number of Adolescence Research Projects Sponsored in FY '76: 178

Mission

American Indians can be served through the efforts of Title I (Compensatory Education), Title III (Supplementary Services) or Title VII (Bilingual Education) of the Elementary and Secondary Education Act of 1965, and three other pieces of legislation: P.L. 93-638 (The Indian Self-Determination Act), P.L. 93-580 (authorizing the study of Indian affairs, and P.L. 92-318 (The Indian Education Act). This latter act established the Office of Indian Education and a National Advisory Council of Indian Education to help recommend policy on Indian education to Congress and the Commissioner of Education. The mission of the Office of Indian Education is to improve the quality of public education for Indian children.

Within Part B of the Indian Education Act the CIE is authorized to issue discretionary grants to any tribes and Indian organizations, state and local educational authorities to encourage projects which are designed to test and demonstrate the effectiveness of programs for improving educational opportunities for Indian children, such as bilingual/bicultural educational programs and special (programs to ameliorate the) health, social, and psychological problems of Indian children. The OIE has also been authorized, through Part A of the Act, to sponsor special educational project assistance to any school in the U.S. with more than 10 Indian children.

Fiscal Year 1976

All of the projects at OIE are funded as grants, primarily competitive. About 85% of the research is demonstration/utilization activities, with the remaining labeled as applied, support and utilization, or policy research. They focus almost exclusively on educational institutions. Although a smattering of handicapped populations are targeted, the only populations with more than 10% of the projects are school dropouts (31%), bilingual (29%) and academically slow (10%). Educational personnel, mainly teachers and paraprofessionals, are studied in 40% of the projects. A majority of the projects look at teaching techniques, of primary interest are: bilingual education, tutorial education and individualized education. Developmental issues of interest include: self perception (42%), cultural/racial identity (34%), language development (19%) and attitudes (17%). The curriculum offered by the programs covered basic skills education and others such as: vocational and career education.

Plans for Fiscal Year '77

In FY '77, OIE will increase activity with target populations of physically handicapped, retarded, learning disabled and continue a high interest level in academically slow, drug users, school dropouts and bilingual populations. These populations will continue to be from native American reservations and rural locations. Cognitive development will continue to be a moderate focus area with increased emphasis on language development. Socioemotional development will continue to be an area of moderate activity. A new high level of activity will begin in the area of family research including family structure, functions and parenting skills. The local environment will remain of high interest with new interest in institutional barriers to youth development. A decrease in activity will be seen concerning mass media, open classrooms, contract teaching and birth control. New emphasis will be placed on career and guidance counseling. In the area of research on research methodology, new activity will begin on development of measures (low levels of activity) and program evaluation methods (high level of activity).

Table 64

OIE

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 10.3 million
- Number of Adolescence Research Projects: 178

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	0	0.0
Competitive	0	0.0
8-A Minority	0	0.0
Sole Source	0	0.0
Grant	178	100.0
Competitive	155	87.1
Non-competitive	0	0.0
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	0	0.0
Applied Research	18	10.1
Evaluation	0	0.0
Support Utilization	7	3.9
Policy Research	2	1.1
Demonstration/Utilization	151	84.8

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 65

OIE

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 10.3 million
- Number of Adolescence Research Projects: 178

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	0	0.0
Physical Development	0	0.0
Cognitive Development	0	0.0
Socioemotional Development	0	0.0
Family	0	0.0
Broader Social Environment	0	0.0
Study of Research Methods	0	0.0
Health/Welfare Services	3	1.7
Educational Institutions	174	97.8
Secondary Education	13	7.3
Post-Secondary Education	21	11.8
Alternative Education	3	1.7
Juvenile Justice Institutions	1	0.6

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 66

Breakdown of OIE FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Physically Handicapped	9	5.1
Aurally Handicapped	5	2.8
Visually Handicapped	4	2.2
Orthopedically Handicapped	2	1.1
Intellectually Handicapped	12	6.7
Mentally Retarded	6	3.4
Learning Disabled	10	5.6
Emotionally Ill	8	4.5
Drug Users	4	2.2
Alcohol Users	2	1.1
Delinquent	5	2.8
Academically Slow	18	10.1
School Dropouts	55	30.9
Gifted	2	1.1
Adolescent Parents	1	.6
Bilingual	51	28.7
Adolescent Developmental Issues		
Self Perception	74	41.6
Cultural/Racial Identity	60	33.7
Interpersonal Relations	18	10.1
Motivation	10	5.6
Emotional Development	10	5.6
Language Development	33	18.5
Reading Process	7	3.9
Sexual Identity	1	.6
Attitudes	30	16.9
Coping	8	4.5
Adolescent Socio-Environmental Issues		
Unemployment	1	.6
Laws and Policies	4	2.2
Employment	1	.6
Ethnic/Racial Culture	32	18.0

Table 66 (Continued)

Breakdown of OIE FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Personnel in Adolescent's Environment		
Educational Personnel	72	40.4
Teacher Trainers	1	.6
Educational Administrators	7	3.9
Teachers -	52	29.2
Paraprofessional Educators	28	15.7
Welfare Personnel	1	.6
Community Workers	2	1.1
Volunteers	3	1.7
Techniques		
Teaching Techniques	112	62.9
Bilingual Education	42	23.6
TV Instruction	3	1.7
Open Classroom	3	1.7
Team Teaching	3	1.7
Work Experience	5	2.8
Tutorial Education	60	33.7
Individualized Education	40	22.5
Behavior Modification	2	1.1
Physical Therapy	4	2.2
Speech Therapy	7	3.9
Psychotherapy	7	3.9
Career Counseling	41	23.0
Deinstitutionalized	3	1.7
Youth Involvement	28	15.7
Mainstreaming	2	1.1
Parent Involvement	91	51.1
Youth Participation	1	.6
Adolescent Curricula		
Overall Curriculum	174	97.8
Mathematics	51	28.7
Social Studies	34	19.1
Language	92	51.7
Fine Arts	27	15.2
Science	19	10.7

Table 66 (Continued)

Breakdown of OIE FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Adolescent Curricula (Continued)		
Vocational Education	32	18.0
Career Education	35	19.7
Physical Education	11	6.2
Health Education	17	9.6
Drug Abuse Education	7	3.9
Sex Education	3	1.7
Environment	4	2.2
Citizenship	7	3.9
Parenthood	11	6.2
Reading	60	33.7

RIGHT-TO-READ EFFORT
U.S. OFFICE OF EDUCATION, DHEW

- FY '76 Funding of Adolescence Research: $12.4 million
- Number of Adolescent Research Projects Sponsored in FY '76: 216

Mission

Title VII of PL 93-380 establishes the improvement of reading and the elimination of illiteracy as a national goal. This is known as the Right-To-Read Effort. Under Section 701 the Commissioner of Education is asked to provide assistance: (1) to state and local agency efforts to strengthen reading programs in the elementary grades; (2) for the development of educational staff; (3) in defining measurable objectives and evaluating progress toward them; (4) for building up the capacity of preschool reading skills; and lastly, (5) in promoting literacy among youths and adults.

Section 723 of the same act speaks directly to this fifth purpose by calling for the establishment of "Reading Academies." Under the provisions of the Act, the Right-To-Read Effort is called upon to make grants and enter into contracts with state and local educational agencies, universities, community organizations, and other nonprofit organizations having the capacity to provide instruction in reading to youths who do not otherwise receive assistance. Thus, the Right-To-Read Effort deals with a target population which includes push-outs, dropouts, juvenile offenders and others who need instruction in the basic skills.

The National Right-To-Read Effort is charged with the responsibility of demonstrating effective procedures for eliminating present funtional illiteracy and for preventing its future occurrence. One goal is to create models which could provide corrective remediation for all those who are presently experiencing the results of being functionally illiterate.

Fiscal Year '76

The programs at Right-To-Read, funded as competitive grants, fall into two major types. Reading academies and reading improvement grants are defined primarily as demonstration/utilization activities, while the state needs assessment/implementation grants fall into the category of policy research. All projects at Right-To-Read focus on educational institutions serving mostly academically slow populations. Personnel, teachers, and paraprofessionals are studied frequently. Teaching techniques of tutorial and individualized education are used most often, and as might be expected, Right-To-Read's projects emphasize reading and language arts curricula.

Plans for Fiscal Year '77

The Right-To-Read Effort can be expected to maintain its strong interest in the problems of school dropouts, non-English speakers, the cognitive areas of language development, attention and perception, and the areas of socioemotional attitudes, and remedial reading. In addition, the effort will probably maintain a medium level of interest in parenting skills, speech and aurally handicapping problems, and the intellectual difficulties of the retarded, the learning disabled, and those who, for many reasons, have been categorized as being academically slow. Lastly, there are several foci which should receive increase in activity placing them among those areas already with high levels. They are the following: skills developed through on-the-job training, and the development of tests, measures and the methodologies of program evaluation.

Table 67

RIGHT-TO-READ

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 12.4 million
- Number of Adolescence Research Projects: 216

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	0	0.0
Competitive	0	0.0
8-A Minority	0	0.0
Sole Source	0	0.0
Grant	216	100.0
Competitive	203	94.0
Non-competitive	0	0.0
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	0	0.0
Applied Research	16	7.4
Evaluation	0	0.0
Support Utilization	1	0.5
Policy Research	51	23.6
Demonstration/Utilization	148	68.5

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 68

RIGHT-TO-READ

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 12.4 million
- Number of Adolescence Research Projects: 216

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	0	0.0
Physical Development	0	0.0
Cognitive Development	0	0.0
Socioemotional Development	0	0.0
Family	0	0.0
Broader Social Environment	0	0.0
Study of Research Methods	0	0.0
Health/Welfare Services	0	0.0
Educational Institutions	216	100.0
Secondary Education	5	2.3
Post-Secondary Education	2	0.9
Alternative Education	2	0.9
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 69
Breakdown of Right-to-Read FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Intellectually Handicapped	2	.9
Learning Disabled	2	.9
Drug Users	1	.5
Alcohol Users	1	.5
Delinquent	6	2.8
Academically Slow	193	89.4
School Dropouts	12	5.6
Bilingual	27	12.5
International (Outside of U.S.)	1	.5
Adolescent Developmental Issues		
Self Perception	10	4.6
Motivation	3	1.4
Language Development	15	6.9
Reading Process	69	31.9
Attitudes	13	6.0
Adolescent Socio-Environmental Issues		
Ethnic/Racial Culture	2	.9
Personnel in Adolescent's Environment		
Educational Personnel	175	81.0
Teacher Trainers	13	6.0
Educational Administrators	29	13.4
Teachers	169	78.2
Paraprofessional Educators	86	39.8
Community Workers	2	.9
Volunteers	18	8.3
Techniques		
Teaching Techniques	137	63.4
Bilingual Education	22	10.2
Computer-Assisted Education	1	.5

Table 69 (Continued

Breakdown of Right-to-Read FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Techniques (Continued)		
TV Instruction	2	.9
Team Teaching	1	.5
Tutorial Education	58	26.9
Individualized Education	114	52.8
Career Counseling	11	5.1
Deinstitutionalization	1	.5
Youth Involvement	1	.5
Parent Involvement	74	34.3
Adolescent Curricula		
Overall Curriculum	214	99.1
Mathematics	3	1.4
Social Studies	1	.5
Language	214	99.1
Science	2	.9
Vocational Education	3	1.4
Career Education	1	.5
Citizenship	1	.5
Parenthood	2	.9
Reading	213	98.6

BUREAU OF ELEMENTARY AND SECONDARY EDUCATION
U.S. OFFICE OF EDUCATION, DHEW

- FY '76 Funding of Adolescence Research: $5.3 million
- Number of Adolescence Research Projects Active in FY '76: 88

Mission

The Bureau of Elementary and Secondary Education formulates policy for, directs, and coordinates the activities and elements of the Office of Education which deal with preschool, elementary and secondary education. For the purposes of this report, nine divisions are contacted: (1) The Division of Supplementary Centers and Services administers two kinds of innovative demonstration projects: those which provide solutions to state and local educational problems under the State Plan Program and those which provide solutions to problems common to all or several states under the Special Program and Project authority. (2) The Office of Environmental Education supports the development, demonstration, and dissemination of multidisciplinary, problem-oriented environmental education programs. (3) The Division of Educational Technology supports the effective employment of technology for improvement of education instruction and delivery of programs and services and supports the development of educational television and radio programming for children and for the training of parents. (4) The Division of Follow Through supports demonstration projects which provide comprehensive services--education, nutrition, health care, and social and psychological services--designed to sustain and supplement in the primary grades the gains made by low-income children who participated in a Head Start or comparable preschool program. (5) State and Local Educational Programs strives to improve the educational services provided to students enrolled in the nation's elementary and secondary schools. These programs provide assistance to state and local education agencies through legislative resources (authorized by 15 legislative acts) and the tools developed to meet the special needs of various education agencies. (6) Packaging and Dissemination is in charge of national diffusion networks and other diffusion/dissemination activities, such as PIP (Product Information Packages).

(7) The Office of Drug Education, Nutrition and Health Programs sponsors training teams for drug education and technical assistance. Other major emphases include the delivery of education and other services (i.e., school lunches, nutrition supplements and health services). (8) The Bureau of Equal Education Opportunity funds special projects that are centrally administered Emergency School Aid (ESA) programs. These include desegreation assistance projects and educational television projects. (9) The Office of Libraries and Learning Resources has a mandate to effect better coordination and utilization of the nation's libraries and instructional resources to enhance learning and improve information services for children, college students and adults.

Fiscal Year '76

Most of the research at the BESE is funded as competitive grants and more than half are considered demonstration/utilization projects. They focus almost exclusively on educational institutions. Handicapped populations are of particular interest in a high percentage of the projects. Educational personnel are studied in more than half of the projects. Other areas of interest are: teaching techniques and curriculum.

Plans for Fiscal Year '77

The Bureau of Elementary and Secondary Education can be expected to maintain its present high levels of interest in the language, thought, and perceptual processes of cognitive development, in remedial reading, desegregation problems, guidance counseling, and academic achievement. Its activities should continue to affect most sectors of the disadvantaged adolescent populations: Spanish-speaking, migrants, immigrants, urban and ghetto dwellers, blacks and whites.

Lower attention levels can be expected to be maintained in the area of handicapping problems and social, emotional, and physical development problems. The area of abused and neglected adolescents is one of growing concern at BESE. The influences of the family, "open" classrooms and voucher proposals will be maintained as low level interests, along with the use of intelligence tests, self-concept measures, observational and longitudinal techniques, and specific social science disciplines.

Table 70

BESE

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 5.3 million
- Number of Adolescence Research Projects: 88

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	4	4.5
Competitive	2	2.3
8-A Minority	0	0.0
Sole Source	2	2.3
Grant	84	95.5
Competitive	74	84.1
Non-competitive	2	2.3
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	0	0.0
Applied Research	30	34.1
Evaluation	1	1.1
Support Utilization	1	1.1
Policy Research	0	0.0
Demonstration/Utilization	56	63.6

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 71

BESE

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 5.3 million
- Number of Adolescence Research Projects: 88

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	1	1.1
Physical Development	1	1.1
Cognitive Development	0	0.0
Socioemotional Development	0	0.0
Family	0	0.0
Broader Social Environment	1	1.1
Study of Research Methods	0	0.0
Health/Welfare Services	3	3.4
Educational Institutions	83	94.3
Secondary Education	25	28.4
Post-Secondary Education	0	0.0
Alternative Education	0	0.0
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 72

Breakdown of BESE FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Physically Handicapped	15	17.2
Aurally Handicapped	10	11.5
Visually Handicapped	7	8.0
Neurologically Handicapped	2	2.3
Orthopedically Handicapped	6	6.9
Hyperkinetic	1	1.1
Intellectually Handicapped	20	23.0
Mentally Retarded	12	13.8
Learning Disabled	14	16.1
Emotionally Ill	16	18.4
Schizophrenic	1	1.1
Autistic	3	3.4
Psychotic	4	4.6
Abused/Neglected	3	3.4
Academically Slow	6	6.9
School Dropouts	11	12.6
Gifted	1	1.1
Adolescent Parents	2	2.3
Bilingual	2	2.3
Adolescent Developmental Issues		
Self Perception	8	9.2
Cultural/Racial Identity	1	1.1
Interpersonal Relations	3	3.4
Emotional Development	1	1.1
Language Development	2	2.3
Reading Process	2	2.3
Attitudes	7	8.0
Adolescent Socio-Environmental Issues		
Ecological Study	2	2.3

Table 72 (Continued)

Breakdown of BESE FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Personnel in Adolescent's Environment		
Educational Personnel	48	55.2
Teacher Trainers	2	2.3
Educational Administrators	7	8.0
Teachers	45	51.7
Paraprofessional Educators	9	10.3
Welfare Personnel	1	1.1
Health Personnel	1	1.1
Community Workers	1	1.1
Techniques		
Teaching Techniques	50	57.5
Computer-Assisted Education	1	1.1
TV Instruction	5	5.7
Open Classroom	2	2.3
Nongraded Classes	3	3.4
Team Teaching	5	5.7
Work Experience	5	5.7
Tutorial Education	10	11.5
Individualized Education	23	26.4
Behavior Modification	5	5.7
Speech Therapy	4	4.6
Psychotherapy	3	3.4
Career Counseling	4	4.6
Deinstitutionalization	3	3.4
Youth Involvement	4	4.6
Mainstreaming	12	13.8
Parent Involvement	29	33.3
Adolescent Curricula		
Overall Curriculum	52	72.4
Mathematics	19	21.8
Social Studies	2	2.3
Language	21	24.1
Fine Arts	2	2.3
Science	1	1.1
Vocational Education	7	8.0

Table 72 (Continued)

Breakdown of BESE FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Adolescent Curricula (Continued)		
Career Education	6	6.9
Physical Education	1	1.1
Health Education	4	4.6
Drug Abuse Education	1	1.1
Environment	16	18.4
Citizenship	2	2.3
Parenthood	1	1.1
Reading	17	19.5

OFFICE OF CAREER EDUCATION

- FY '76 Funding of Adolescence Research: $4.5 million
- Number of Adolescence Research Projects Sponsored in FY '76: 46

Mission

In Section 406 of the Educational Amendments Act of 1974 (PL 93-380), the USOE is called upon to support exemplary models and programs of career education; this is now being accomplished through the Office of Career Education. The Office provides grants for nonprofit-making corporations, universities and colleges, and state or local authorities to develop career awareness curriculum for primary school children and career experiences for adolescents. For adolescents, OCE's mission involves three levels: (1) orientation--such as spending three days in a bank; (2) exploration--such as working part-time in a hospital; and (3) training for a job on-the-job.

Fiscal Year '76

Most of the projects at OCE are funded as contracts (78%) with the remainder (22%) funded as grants. Eighty percent fall into the demonstration/utilization category. Applied projects (with 15%) and policy research (with 4.3%) make up the rest. Almost all projects focus on educational institutions. Several target populations are mentioned (5 to 15%). Educational personnel, primarily teachers, are studied for their impact on adolescents. Teaching techniques, especially work experience, and career counseling and parent involvement are areas of focused attention. Interest is also centered in the area of socio-emotional development on self perception, motivation, attitudes and inter-personal relations.

Plans for Fiscal Year '77

The Office of Career Education plans to increase its level of interest regarding physically, emotionally and intellectually handicapped populations. Additional target populations receiving a moderate level of interest are learning disabled and retarded children, as well as delinquents and school dropouts. Cognitive development remains of high interest to the agency as does research relating to work experience, voluntary service, vocational education and career guidance.

Table 73

OCE

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 4.5 million
- Number of Adolescence Research Projects: 46

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	36	78.3
Competitive	0	0.0
8-A Minority	0	0.0
Sole Source	0	0.0
Grant	10	21.7
Competitive	6	13.0
Non-competitive	0	0.0
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	0	0.0
Applied Research	7	15.2
Evaluation	0	0.0
Support Utilization	[illegible]	0.0
Policy Research	2	4.3
Demonstration/Utilization	37	80.4

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 74

OCE

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 4.5 million
- Number of Adolescence Research Projects: 46

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	1	2.2
Physical Development	0	0.0
Cognitive Development	0	0.0
Socioemotional Development	1	2.2
Family	0	0.0
Broader Social Environment	0	0.0
Study of Research Methods	0	0.0
Health/Welfare Services	0	0.0
Educational Institutions	45	97.8
Secondary Education	9	19.6
Post-Secondary Education	1	2.2
Alternative Education	0	0.0
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 75

Breakdown of OCE FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Physically Handicapped	4	8.7
Aurally Handicapped	2	4.3
Visually Handicapped	3	6.5
Neurologically Handicapped	1	2.2
Orthopedically Handicapped	1	2.2
Intellectually Handicapped	3	6.5
Mentally Retarded	3	6.5
Learning Disabled	2	4.3
Emotionally Ill	1	2.2
Academically Slow	2	4.3
School Dropouts	1	2.2
Gifted	5	10.9
Bilingual	3	6.5
Adolescent Developmental Issues		
Self Perception	14	30.4
Interpersonal Relations	8	17.4
Motivation	11	23.9
Language Development	1	2.2
Sexual Identity	1	2.2
Attitudes	32	69.6
Adolescent Socio-Environmental Issues		
Employment	1	2.2
Ethnic/Racial Culture	1	2.2
Personnel in Adolescent's Environment		
Educational Personnel	37	80.4
Teacher Trainers	4	8.7
Educational Administrators	4	8.7
Teachers	34	73.9
Paraprofessional Education	5	10.9
Community Workers	1	2.2
Volunteers	1	2.2

Table 75 (Continued)

Breakdown of OCE FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Techniques		
Teaching Techniques	29	63.0
Bilingual Education	3	6.5
TV Instruction	3	6.5
Open Classroom	1	2.2
Nongraded Classes	2	4.3
Team Teaching	1	2.2
Work Experience	13	28.3
Tutorial Education	1	2.2
Individualized Education	7	15.2
Career Counseling	25	54.3
Youth Involvement	3	6.5
Mainstreaming	1	2.2
Parent Involvement	17	37.0
Adolescent Curricula		
Overall Curriculum	46	100.0
Mathematics	3	6.5
Social Studies	1	2.2
Language	3	6.5
Fine Arts	1	2.2
Science	2	4.3
Vocational Education	7	15.2
Career Education	45	97.8
Environment	1	2.2
Reading	2	4.3

DIVISION OF INTERNATIONAL EDUCATION
OFFICE OF EDUCATION, DHEW

- FY '76 Funding of Adolescence Research: $1.0 million
- Number of Adolescence Research Projects Sponsored in FY '76: 28

Mission

The Division of International Education (DIE) of the U.S. Office of Education (OE) plans and administers a variety of training, institutional development, and research programs and services to expand and improve the international dimensions of American education. While each program has its specific focus, the emphasis in most programs is on foreign language and area studies and the non-Western world. The DIE also administers ethnic heritage studies programs, which seek to develop intercultural understanding within this country, and provides a variety of staff services in the field of international education. The Ethnic Heritage Studies program provides grants to non-profit private and public educational agencies, institutions, or organizations to assist individuals in understanding their own heritage and the heritages of other groups, through curriculum materials development or dissemination, teacher training, and community activities.

Fiscal Year '76

Most of DIE's competitive grants are considered applied research with several research support and utilization projects and one demonstration/utilization project. All of the projects come from the Ethnic Heritage Program and are explained in the mission statement. The projects focus on educational institutions and are concerned with areas of research such as educational personnel and ethnic and racial culture.

Table 76

DIE

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 1.0 million
- Number of Adolescence Research Projects: 28

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	0	0.0
Competitive	0	0.0
8-A Minority	0	0.0
Sole Source	0	0.0
Grant	28	100.0
Competitive	28	100.0
Non-competitive	0	0.0
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	0	0.0
Applied Research	22	78.6
Evaluation	0	0.0
Support Utilization	5	17.9
Policy Research	0	0.0
Demonstration/Utilization	1	3.6

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 77

DIE

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 1.0 million
- Number of Adolescence Research Projects: 28

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	0	0.0
Physical Development	0	0.0
Cognitive Development	0	0.0
Socioemotional Development	0	0.0
Family	0	0.0
Broader Social Environment	0	0.0
Study of Research Methods	0	0.0
Health/Welfare Services	0	0.0
Educational Institutions	28	100.0
Secondary Education	0	0.0
Post-Secondary Education	0	0.0
Alternative Education	0	0.0
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 78

Breakdown of DIE FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Bilingual	3	10.7
Adolescent Socio-Environmental Issues		
Ethnic/Racial Culture	5	17.9
Personnel in Adolescent's Environment		
Educational Personnel	5	17.9
Teachers	4	14.3
Paraprofessional Educators	1	3.6
Techniques		
Teaching Techniques	1	3.6
TV Instruction	1	3.6
Desegregation	1	3.6
Adolescent Curricula		
Overall Curriculum	26	92.9
Social Studies	1	3.6
Fine Arts	1	3.6
Vocational Education	1	3.6

OFFICE OF BILINGUAL EDUCATION
OFFICE OF EDUCATION, DHEW

- Funding of Adolescence Research: $56.0 million
- Number of Adolescence Research Projects Sponsored in FY '76: 377

Mission

The Office of Bilingual Education, funded under Title VII, develops and operates bilingual programs aimed at meeting the special educational needs of adolescents who come from environments where the dominant language is not English and who have limited English-speaking ability. Children speaking Indo-European, Asian-Pacific, native American, and Eskimo languages are served. Curriculum development, staff training and parent and community involvement are important aspects of the Office's projects.

The grants funded under ESEA Title VII for bilingual eduation are to be used to provide equal education opportunities through basic educational programs at the elementary and secondary school levels for students and training programs for teachers. The office operates a network of centers which develop, disseminate and field test curriculum materials for use in the classroom.

Fiscal Year '76

The projects at OBE fall into a well-defined pattern described in their mission statement. Their competitive grants primarily support demonstration/utilization activities with less than 2% defined as research support and utilization. The program is defined as focusing on educational institutions. A wide variety of groups are served, with only the bilingual target population found across all projects. Of interest in more than 90% of the projects are: teachers, teaching techniques, parent involvement and language and reading curricula. The program also involves math and social studies curricula in a majority of the projects. On a more personal level, the projects show high levels of interest in self perception and cultural/racial identity.

Table 79

OBE

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 56.0 million
- Number of Adolescence Research Projects: 377

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	0	0.0
Competitive	0	0.0
8-A Minority	0	0.0
Sole Source	0	0.0
Grant	377	100.0
Competitive	375	99.5
Non-competitive	0	0.0
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	0	0.0
Applied Research	0	0.0
Evaluation	0	0.0
Support Utilization	5	1.3
Policy Research	0	0.0
Demonstration/Utilization	372	98.7

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 60

OBE

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 56.0 million
- Number of Adolescence Research Projects: 377

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	0	0.0
Physical Development	0	0.0
Cognitive Development	0	0.0
Socioemotional Development	0	0.0
Family	0	0.0
Broader Social Environment	0	0.0
Study of Research Methods	1	0.3
Health/Welfare Services	0	0.0
Educational Institutions	376	99.7
Secondary Education	53	14.1
Post-Secondary Education	0	0.0
Alternative Education	0	0.0
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 81

Breakdown of OBE FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Physically Handicapped	1	.3
Neurologically Handicapped	1	.3
Intellectually Handicapped	3	.8
Mentally Retarded	3	.8
Learning Disabled	1	.3
Academically Slow	1	.3
School Dropouts	4	1.1
Gifted	1	.3
Runaway	1	.3
Bilingual	377	100.0
International (Outside of U.S.)	5	1.3
Adolescent Developmental Issues		
Self Perception	205	54.4
Cultural/Racial Identity	53	14.1
Interpersonal Relations	4	1.1
Emotional Development	1	.3
Language Development	111	29.4
Reading Process	1	.5
Developmental Continuity	1	.3
Attitudes	16	4.2
Coping	1	.3
Adolescent Socio-Environmental Issues		
Delinquency	1	.3
Personnel in Adolescent's Environment		
Educational Personnel	365	96.8
Teacher Trainers	4	1.1
Educational Administrators	3	.8
Teachers	341	90.5
Paraprofessional Educators	261	69.2

Table 81 (Continued)

Breakdown of OBE FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Techniques		
Teaching Techniques	373	98.9
Bilingual Education	372	98.7
Computer-Assisted Education	1	.3
TV Instruction	3	.8
Open Classroom	21	5.6
Nongraded Classroom	3	.8
Team Teaching	23	6.1
Work Experience	4	1.1
Tutorial Education	26	6.9
Individualized Education	74	19.6
Behavior Modification	1	.3
Speech Therapy	3	.8
Career Counseling	4	1.1
Youth Involvement	3	.8
Parent Involvement	351	93.1
Adolescent Curricula		
Overall Curriculum	373	98.9
Mathematics	277	73.5
Social Studies	242	64.2
Language	366	97.1
Fine Arts-	71	18.8
Science	140	37.1
Vocational Education	14	3.7
Career Education	24	6.4
Physical Education	43	11.4
Health Education	27	7.2
Drug Abuse Education	1	.3
Sex Education	1	.3
Environment	4	1.1
Parenthood	2	.5
Reading	352	93.4

U.S. DEPARTMENT OF AGRICULTURE

- FY '76 Funding of Adolescence Research: $1.2 million
- Number of Adolescence Research Projects Sponsored in FY '76: 95

Mission

The purpose of the Department of Agriculture is to acquire and diffuse useful information on agricultural subjects in the broadest sense. The Department's functions encompass research, education, conservation, marketing, regulatory work, agricultural adjustment, surplus disposal, and rural development. Certain of its many research goals focus on "people-oriented programs." There are studies of the family which emphasize the interrelationships between human beings, their near environment, and their interactions which are particularly relevant to adolescence. Current social concerns such as malnutrition, mobility (both geographical and social), interpersonal understanding, adolescent roles, occupational and educational goals, personal stability, social adjustment, learning processes, intergenerational values and school achievement are all within the purview of the USDA and Land-Grant Institution research.

Fiscal Year '76

USDA's 95 projects are divided almost evenly between grants and agreements. A little over half is considered basic research. The other half is divided primarily between applied and evaluation research. There is some variety in focus categories with development being the largest (47%), educational institutions the second largest (20%), and the family, broader social environment and health or welfare services all receiving close to 10%. Some focus categories on which there is particular interest are: motivation, attitudes, ethnic/racial culture and ecological studies.

Plans for Fiscal Year '77

Though an increased attention will be given to the urban, sub-urban, and middle-class populations, USDA will continue its interest in the poor, the minorities, and rural adolescents around the nation. A stronger concentration on migratory populations is anticipated. High attention will continue over questions of attitudes, and of occupational aspiration and expectations; less interest will be paid to other aspects of personality development, cognitive or physical development. A medium or high level of interest will again surround questions of family functions, the influences of the social/cultural environment, work experience, in-school vocational/technical education, and on-the-job skill development. Nutrition is a growing field of interest at USDA. A new interest is developing in the area of availability and utilization of health services. A decrease of emphasis is reported concerning psychotherapy and psychological counseling issues. Methodology interests will remain almost constant, with a decrease in use of questionnaires. The primary orientation at USDA will continue to be sociological. The two new areas of activity will be decision-making and perception/attention.

Table 82

USDA

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 1.2 million
- Number of Adolescence Research Projects: 95

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	46	48.4
Contract	0	0.0
Competitive	0	0.0
8-A Minority	0	0.0
Sole Source	0	0.0
Grant	48	50.5
Competitive	6	6.3
Non-competitive	0	0.0
Intramural	1	1.1
TYPE OF R, D, & E[b]		
Basic Research	52	54.7
Applied Research	21	22.1
Evaluation	16	16.8
Support Utilization	1	1.1
Policy Research	3	3.2
Demonstration/Utilization	2	2.1

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 83

USDA

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 1.2 million
- Number of Adolescence Research Projects: 95

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	45	47.4
Physical Development	16	16.8
Cognitive Development	7	7.4
Socioemotional Development	14	14.7
Family	8	8.4
Broader Social Environment	13	13.7
Study of Research Methods	0	0.0
Health/Welfare Services	10	10.5
Educational Institutions	19	20.0
Secondary Education	4	4.2
Post-Secondary Education	2	2.1
Alternative Education	1	1.1
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 84

Breakdown of USDA FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Physically Handicapped	1	1.1
Neurologically Handicapped	1	1.1
Intellectually Handicapped	1	1.1
Learning Disabled	1	1.1
Emotionally Ill	1	1.1
Adolescent Parents	4	4.2
Adolescent Developmental Issues		
Self Perception	5	5.3
Cultural/Racial Identity	1	1.1
Interpersonal Relations	7	7.4
Motivation	12	12.6
Emotional Development	8	8.4
Language Development	1	1.1
Development Continuity	1	1.1
Sexual Identity	1	1.1
Attitudes	23	24.2
Adolescent Socio-Environmental Issues		
Religious Affiliation	1	1.1
Laws and Policies	3	3.2
Employment	2	2.1
Youth Culture	1	1.1
Ethnic/Racial Culture	15	15.8
Ecological Study	9	9.5
Personnel in Adolescent's Environment		
Educational Personnel	2	2.1
Community Workers	1	1.1
Techniques		
Teaching Techniques	3	3.1
TV Instruction	1	1.1
Work Experience	1	1.1
Career Counseling	1	1.1
Parent Involvement	1	1.1
Youth Participation	2	2.1

Table 84 (Continued)

Breakdown of USDA FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Adolescent Curricula		
Overall Curriculum	24	25.3
Social Studies	1	1.1
Vocational Education	7	7.4
Career Education	3	3.2
Health Education	8	8.4
Environment	1	1.1

U.S. DEPARTMENT OF LABOR
EMPLOYMENT AND TRAINING ADMINISTRATION

- FY '76 Funding of Adolescence Research: $1.8 million
- Number of Adolescence Research Projects Sponsored in FY '76: 19

Mission

The Department of Labor is charged with administering and enforcing legislation which promotes the welfare of wage earners, improves their working conditions and advances their opportunities for profitable employment. The objectives of the Employment and Training Administration are to provide job training and employment opportunities for the economically disadvantaged, unemployed, and underemployed persons, and to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency by establishing a flexible and decentralized system of Federal, state, and local programs.

The research and development program of the Employment and Training Administration places special emphasis on developing new labor market knowledge and innovative operating techniques which might lead to the improved effectiveness of these programs. More specifically, Section 311 of the Comprehensive Employment and Training Act (CETA) charges the Department of Labor with a number of major research and development responsibilities. Part (a) calls for a research program which will "aid in the solution of the nation's manpower problems," reduce unemployment without upsetting its balance with price stability, diminish discrimination and disadvantage, and ease the "transitions" from school to work, from one job to another, from work to retirement, and from retirement to work. Part (b) requires that the Department establish a program of experimentation, demonstration, and pilot projects to improve techniques and to demonstrate the effectiveness of specialized manpower development programs. This section specifically prohibits projects which would experiment with either subsidized wage employment in the private sector or with less than minimum wages. Lastly, section (c) requires that the

Department conduct a thorough evaluation of programs funded under the Act to determine their effectiveness in "meeting the needs" for employment opportunities or continuing educational support services for the disadvantaged, the chronically unemployed, and those with low incomes.

Fiscal Year '76

In DOL's 19 projects on adolescence, almost all possible funding arrangements and all types of research purposes are used. The largest category is for policy research purposes, but basic, applied and evaluation accounted for over 15 percent of the activity each. The focus is primarily on the broader social environment looking at issues such as: unemployment, laws and policies, employment practices, studies of ecological impact.

Plans for Fiscal Year '77

Research emanating from the Department of Labor will always reflect the problems of adolescents which affect or are affected by the macro-economy. Consequently low activity will continue on questions of physical handicaps, the autistic, the schizophrenic, the retarded, the learning disabled and problems involving cognitive, socioemotional development and family interaction. A modicum of research will deal with delinquency, school drop-outs and questions of bilinguality. Although a moderate volume will continue over questions of drug users, high attention will continue to focus upon the poor, the migrant and those who live in inner city ghettos. High attention will also surround the new suggestions of voucher plans, work experience, vocational/technical education and on-the-job skill development. Methodological emphasis will continue to focus upon survey analysis, longitudinal techniques and program evaluation methods.

Table 85

DOL

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 1.8 million
- Number of Adolescence Research Projects: 19

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	2	10.5
Contract	8	42.1
Competitive	1	5.3
8-A Minority	0	0.0
Sole Source	5	26.3
Grant	8	42.1
Competitive	2	10.5
Non-competitive	3	15.8
Intramural	1	5.3
TYPE OF R, D, & E[b]		
Basic Research	4	21.1
Applied Research	4	21.1
Evaluation	3	15.8
Support Utilization	1	5.3
Policy Research	6	31.6
Demonstration/Utilization	1	5.3

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 86

DOL

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 1.8 million
- Number of Adolescence Research Projects: 19

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	0	0.0
Physical Development	0	0.0
Cognitive Development	0	0.0
Socioemotional Development	0	0.0
Family	0	0.0
Broader Social Environment	10	52.6
Study of Research Methods	0	0.0
Health/Welfare Services	4	21.1
Educational Institutions	5	26.3
Secondary Education	0	0.0
Post-Secondary Education	2	10.5
Alternative Education	2	10.5
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 87

Breakdown of DOL FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Drug Users	1	5.3
Delinquent	1	5.3
Academically Slow	1	5.3
School Dropouts	2	10.5
Adolescent Developmental Issues		
Self Perception	1	5.3
Motivation	1	5.3
Attitudes	3	15.8
Adolescent Socio-Environmental Issues		
Unemployment	7	36.8
Laws and Policies	7	36.8
Employment	10	52.6
Ecological Study	2	10.5
Techniques		
Teaching Techniques	5	26.3
Work Experience	3	15.8
Individualized Education	1	5.3
Career Counseling	5	26.3
Youth Participation	5	36.8
Adolescent Curricula		
Overall Curriculum	4	21.1
Vocational Education	4	21.1

ACTION

- FY '76 Funding of Adolescence Research: $.04 million
- Number of Adolescence Research Projects Sponsored in FY '76: 5

Mission

ACTION is the Federal agency for volunteer service performed both in the United States and abroad. As such, it is the mission of ACTION to advocate volunteer service, mobilize volunteers and resources to address human, social, and environmental needs and the problems of poverty, support the activities of volunteers and volunteer agencies, demonstrate the potential which volunteer service has for improving relationships among people and enhancing the quality of life, identify new opportunities for volunteer service, and promote world peace and friendship through its international activities.

Fiscal Year '76

ACTION's five projects focus upon the programs of their agency in order to evaluate and to consider their implications for future policy. Their programs are researched in terms of education, employment, and laws and policies that impact on youth.

Plans for Fiscal Year '77

ACTION programs will continue to place their greatest emphasis on innovative educational experience derived from voluntary service by students. Target populations will again focus on the poor, especially in urban settings. Programs which include service learning plans, voluntary service and career education components remain high priority areas, while work experience receives moderate interest.

Table 88

ACTION

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: .04 million
- Number of Adolescence Research Projects: 5

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	1	20.0
Contract	3	60.0
Competitive	2	40.0
8-A Minority	0	0.0
Sole Source	1	20.0
Grant	1	20.0
Competitive	0	0.0
Non-competitive	1	20.0
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	0	0.0
Applied Research	0	0.0
Evaluation	3	60.0
Support Utilization	0	0.0
Policy Research	2	40.0
Demonstration/Utilization	0	0.0

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 89

ACTION

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: .04 million
- Number of Adolescence Research Projects: 5

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	0	0.0
Physical Development	0	0.0
Cognitive Development	0	0.0
Socioemotional Development	0	0.0
Family	0	0.0
Broader Social Environment	0	0.0
Study of Research Methods	0	0.0
Health/Welfare Services	0	0.0
Educational Institutions	5	100.0
Secondary Education	0	0.0
Post-Secondary Education	0	0.0
Alternative Education	5	100.0
Juvenile Justice Institutions	0	0.0

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 90

Breakdown of ACTION FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Adolescent Developmental Issues		
Attitudes	1	20.0
Adolescent Socio-Environmental Issues		
Laws and Policies	4	80.0
Employment	1	20.0
Techniques		
Teaching Techniques	5	100.0
Youth Participation	2	40.0
Adolescent Curricula		
Overall Curriculum	3	60.0
Vocational Education	1	20.0

OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
U.S. DEPARTMENT OF JUSTICE
NATIONAL INSTITUTE FOR JUVENILE JUSTICE AND DELINQUENCY PREVENTION

- FY '76 Funding of Adolescence Research: $1.3 million
- Number of Adolescence Research Projects Sponsored in FY '76: 12

Mission

The Juvenile Justice and Delinquency Prevention Act of 1974 (JJDP Act) created a new Federal program to combat delinquency, and responsibility for administering the Act was delegated to the Law Enforcement Assistance Administration (LEAA). The Act created the Office of Juvenile Justice and Delinquency Prevention and, within that Office, the National Institute of Juvenile Justice and Delinquency Prevention. This Institute is now the center in LEAA for all juvenile-related research. It has assumed the responsibilities for juvenile research previously sponsored under the National Institute for Law Enforcement and Criminal Justice (LEAA's research arm) as well as the new functions mandated under the Act. Thus the Juvenile Justice Institute presently supports research through funds provided by the JJDP Act and the Omnibus Crime Control and Safe Streets Act of 1968, as amended.

Functions. The National Institute for Juvenile Justice has five major functions: (1) to conduct, encourage, and coordinate research relating to any aspect of juvenile delinquency; (2) to conduct, encourage, and coordinate evaluation relating to any aspect of juvenile delinquency; (3) to collect, prepare, and disseminate useful data regarding the treatment and control of juvenile offenders; (4) to provide training for personnel connected with the treatment and control of juvenile delinquency; and (5) to develop standards for the administration of juvenile justice at the Federal, state, and local levels.

The Institute's research and evaluation efforts are coordinated with and support the discretionary programs of the Office of Juvenile Justice. Some of the major programs include the following: the deinstitutionalization of status offenders (juveniles who have committed acts

that would not be criminal for adults); diversion of offenders from the juvenile justice system; reduction of serious crime committed by juveniles; and juvenile delinquency prevention. Presently efforts are being undertaken for a national assessment of juvenile corrections, a study of long-range trends that will effect juvenile justice programming, and evaluation of the community-based programs developed in Massachusetts after that State closed its training schools in 1972.

Fiscal Year '76

The projects at LEAA, all competitive grants, fall into four types of research categories: applied (33%), policy (33%), evaluation (25%) and basic (8%). Except for one project that focuses on broader social environment, they all focus on juvenile justice institutions. Obviously, they target primarily on delinquent populations. Socio-environmental issues of particular interest are: delinquency, status offenses, and laws and policies.

Plans for Fiscal Year '77

LEAA will show an increase to high level of activity focuses on the learning disabled as a target population while maintaining low levels in the handicap categories of physically handicapped, academically slow, drug users, abused or neglected adolescents, and adolescent parents. Of continued high interest will be research looking at the family influences on the adolescent and the neighborhood or local environmental influences on the adolescent. LEAA will remain involved with special school programs for delinquency and alternatives to traditional school settings. In the area of research on research methodology, LEAA will support a high level of activity focused on program evaluation methods, research designs, survey analysis methods, statistical techniques, longitudinal techniques and methods to improve comparability. Other approaches to be utilized at a high level of activity are secondary analysis of data and operations systems analysis.

Table 91

LEAA

PROJECT CHARACTERISTICS: FY '76

- Funding of Adolescence R, D, D, & E: 1.3 million
- Number of Adolescence Research Projects: 12

	Number of Projects	Percentage of Adolescence Projects Within the Agency[a]
FUNDING CATEGORY[b]		
Agreement	0	0.0
Contract	0	0.0
Competitive	0	0.0
8-A Minority	0	0.0
Sole Source	0	0.0
Grant	12	100.0
Competitive	12	100.0
Non-competitive	0	0.0
Intramural	0	0.0
TYPE OF R, D, & E[b]		
Basic Research	1	8.3
Applied Research	4	33.3
Evaluation	3	25.0
Support Utilization	0	0.0
Policy Research	4	33.3
Demonstration/Utilization	0	0.0

[a]Each agency has a varying number of projects which affect adolescence. This figure is the proportion of these projects within this particular agency.

[b]Each project was placed in one funding category and in one research development and evaluation category. Thus, within these two, such subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

Table 92

LEAA

PRIMARY RESEARCH FOCI[a]

- Funding of Adolescence R, D, D, & E: 1.3 million
- Number of Adolescence Research Projects: 12

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Developmental	0	0.0
Physical Development	0	0.0
Cognitive Development	0	0.0
Socioemotional Development	0	0.0
Family	0	0.0
Broader Social Environment	1	8.3
Study of Research Methods	0	0.0
Health/Welfare Services	0	0.0
Educational Institutions	0	0.0
Secondary Education	0	0.0
Post-Secondary Education	0	0.0
Alternative Education	0	0.0
Juvenile Justice Institutions	11	91.7

[a]Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Table 93

Breakdown of LEAA FY '76 Adolescence Research Projects

	Number of Projects	Percentage of Adolescence Projects Within the Agency
Target Group		
Intellectually Handicapped	1	8.3
Mentally Retarded	1	8.3
Emotionally Ill	1	8.3
Delinquent	12	100.0
Abused/Neglected	1	8.3
Runaway	2	16.7
Adolescent Socio-Environmental Issues		
Delinquency	9	75.0
Status Offenses	2	16.7
Laws and Policies	3	25.0
Youth Culture	1	8.3
Ethnic/Racial Culture	1	8.3
Techniques		
Deinstitutionalization	2	16.7

APPENDIX A

LEVELS OF AGENCY INTEREST FOR ADOLESCENCE RESEARCH AND DEVELOPMENT IN FY '77

Agency Plans for Adolescence Research and Development in FY '77

Specific Interests By General Area	Level of Agency Interest FY '77		
	HIGH	MEDIUM	LOW
TARGET POPULATION CHARACTERISTICS			
Physically Handicapped	SRS, BCHS, OCE	BOAE, BEH, OIE	BESE, DOL, NIE, LEAA
Aurally Handicapped		NINCDS, BEH Right-To-Read	NICHD
Visually Handicapped		BEH	NICHD, OCE
Neurologically Handicapped	NICHD	BEH	NINCDS, OCE
Orthopedically Handicapped		BEH	NICHD
Speech		NICHD, BCHS, Right-To-Read, BEH	
Emotionally Handicapped	NIMH	SRS, OCE	BESE, BOAE, OIE, DOL
Schizophrenic		BEH, NIMH	NIDA
Autistic		BEH, NIMH	NICHD, NINCDS
Delinquent	NIMH	NIDA, OCD, DOL, NIAAA, OCE	LEAA
Emotional Aspects of Drug Abuse	NIDA	NIAAA	
Intellectually Handicapped	NIE, BOAE	NIMH, SRS, OCE	BESE, OPBE
Retarded	NICHD, BCHS	BEH, DOL, OCD, Right-To-Read, OCE, OIE	NIMH, NIE, NINCDS
Learning Disabled	LEAA, NICHD	BEH, OCD, NIE, Right-To-Read, BCHS, OCE, OIE	NINCDS, NIMH
Academically Slow	OIE	DOL, NIE, OCD Right-To-Read NICHD	OYD, LEAA
School Dropouts	BESE, OIE, NIE, Right-to-Read, DOL	OCD, NICHD	OYD, USDA, OCE
Bilingual	NIE, BESE, OIE, Right-To-Read, OPBE	OCD, DOL, BEH	OYD, NICHD, USDA, OCE

Agency Plans for Adolescence Research and Development in FY '77 (Continued)

Specific Interests By General Area	Level of Agency Interest FY '77		
	HIGH	MEDIUM	LOW
TARGET POPULATION CHARACTERISTICS			
Drug Users	BESE	OIE, DOL	OYD, BOAE, LEAA
Heroin	NIDA		
Marijuana	NIDA		
Alcohol	NIAAA		NIDA, USDA
Multiple Drug Use	NIDA, NIAAA		
Related to Pregnancy Outcomes	NIAAA, BCHS		
Abused or Neglected Adolescents	OCD, NIDA NIMH	NIAAA, OIE, OYD, BESE	USDA, BEH, LEAA, NICHD
Runaways	NIMH, ASPE, OYD	SRS, NIAAA	NIDA
Adolescent Parents	NICHD, NIDA BCHS, NIMH, BOAE	OCD, SRS	OYD, USDA, LEAA
Demographic Characteristics			
Black Population	BESE, NIAAA, OCE, NIE, DOL, USDA, NCES	OCD, BCHS	
White Population	BESE, DOL, USDA, NIE, NCES	OCD, BOAE, BCHS, NIAAA, OCE	
Puerto Rican	BESE, NIE, DOL, USDA, NCES	OCD, NIAAA, BCHS	OCE
Mexican-American	BESE, NIE, OCE, DOL, USDA, NIAAA, NCES	OCD, BCHS	
Oriental-American	NIAAA	BESE, NIE, DOL, OCD, USDA, BCHS, NCES	OCE
Native American	OCE, USDA, OIE, DOL, NIAAA	NIE, OCD, BCHS, NCES	
Poor or "Disadvantaged"	OCE, BSS, NIE, OCD, DOL, USDA, ACTION, BCHS, BOAE, NCES	SRS, OPBE	

Agency Plans for Adolescence Research and Development in FY '77 (Continued)

Specific Interests By General Area	Level of Agency Interest FY '77		
	HIGH	MEDIUM	LOW
TARGET POPULATION CHARACTERISTICS			
Demographic Characteristics (Continued)			
Middle Class	NIE	USDA, BCHS, OCD, OIE, OCE	DOL, BESE
Immigrant-Americans	BESE	NIE, OCD, BCHS	DOL, USDA
Urban	DOL, NIE, OCE, BOAE, ACTION, NCES	USDA, BESE OCD, BCHS	
Suburban	NIE, NCES	OCD, DOL, USDA, BCHS, OCE	BESE, NIE
Ghetto	BESE, OCD, DOL, NIAAA, NIE, BCHS, NCES, OCE		OIE
Indian Reservation	DOL, OIE, NIAAA	OCE, OCD, NIE, USDA, BCHS	
Migratory Population	BESE, DOL	NIE, OCD, USDA, OPBE, BCHS, NCES	OIE
Population Outside the U.S.		ACTION, NCES	NIE, NICHD, USDA, OCD
Rural-Non-Reservation	OCE, NIE, BCHS, BOAE, OIE	OCD, NCES, USDA	
SUBJECT FOCUS			
Cognitive Development	BESE, NIE, OCE, NCES	BEH, NIDA, NIAAA	NINCDS, DOL, OPBE, USDA, LEAA
Language Development	OIE, NIE, NICHD, Right-to-Read	OCD, OPBE, OCE, BEH, NCES, OIE	NINCDS
Thought Processes	NIE, NICHD, OIE	OCD	OCE
Perception/Attention	Right-to-Read, NIE	OCD, NICHD, OIE	BEH, USDA OCE

Agency Plans for Adolescence Research and Development in FY '77 (Continued)

Specific Interests By General Area	Level of Agency Interest FY '77		
	HIGH	MEDIUM	LOW
SUBJECT FOCUS			
Cognitive Development (Continued)			
Decision-making	OCE	OCD, NIMH, NICHD, OIE, USDA, OYD	NIE, BOAE
Socioemotional Development	NIMH	NIDA, NIAAA, BEH, NIE	OYD, OPBE, DOL, BESE, NIE, LEAA
Personality Development	NIMH	OCD, USDA, OIE, NICHD	NIE
Emotional Development	NIMH	OCD, OIE, BEH	USDA, NIE, NICHD
Attitudes	USDA, NIE, Right-To-Read	NICHD, OCD, OIE, BOAE, NIMH, BEH	DOL, OCE
Behavior	NICHD	BOAE, OCD, OIE, NIMH, BEH	DOL, USDA, OCE
Physical Development		NIDA, BEH, NIAAA, NIMH	DOL, LEAA
Body Growth		BESE, BCHS, NIMH, NICHD	USDA, OIE, NINCDS, OCD
Physical Disease		NICHD, NINCDS, BCHS	USDA, OIE
Venereal Disease		NINCDS	
Neurological Disease		NINCDS, BCHS NICHD	
Nutrition, Knowledge and Attitudes		BCHS, USDA NICHD	DOL
The Family Influences On The Adolescent	OIE, NIAAA, LEAA	OCE, NCES OYD, NIDA,	DOL, BESE
Family Structure	OCE, NICHD, OIE	NIMH	NIE, USDA
Family Functions	OCD, NICHD, OIE	NIMH, USDA	NIE
Parenting Skills	OCD, OYD, OIE	NIE, BCHS, Right-To-Read, NIMH	NICHD, USDA

Agency Plans for Adolescence Research and Development in FY '77 (Continued)

Specific Interests By General Area	Level of Agency Interest FY '77		
	HIGH	MEDIUM	LOW
SUBJECT FOCUS			
The Neighborhood/Local Environmental Influences on the Adolescent	LEAA, NIAAA	NIDA, OCE, NCES	NIE
Physical Environment	OIE	OCD	NIE, NICHD, DOL, USDA
Social/Cultural Environment	NIMH, OCD, NICHD, OIE	USDA, NIAAA	NIE, DOL, OCE
Institutional Barriers to Youth Development	OYD, NIE OIE	NIMH	DOL
Availability & Utilization of Health Services	SRS	BCHS	DOL, USDA
Influences of Mass Media/TV on the Adolescent		NICHD, NIMH	NIDA, NIE, OCD, USDA, NIAAA, OIE
Special Education		SRS	
Remedial Reading	BESE, OIE Right-To-Read	NIE, DOL, BEH	OYD, OPBE
Hyperkinesia	OIE	BEH	NIE, NINCDS
Innovative Education (Within Schools)	NIE	OPBE	OYD
Voucher Plans	DOL		BESE, BOAE, NIE
"Open" Classrooms	NIE	BOAE	BSS, OIE
Desegregation	BESE, BEH, NIE	BOAE, OPBE	
Equipment Innovations	BEH	OPBE, NIE	BOAE, OIE, DOL
Special School Programs			
For Delinquency	LEAA	NIMH	OPBE
For School Health		BCHS	
For Drug Education	NIDA, NIAAA		
Developmental Continuity		OCD	
Service Learning Plans	ACTION	OCE	

Agency Plans for Adolescence Research and Development in FY '77 (Continued)

Specific Interests By General Area	Level of Agency Interest FY '77		
	HIGH	MEDIUM	LOW
SUBJECT FOCUS			
Alternatives to Schools	NIE	NIDA, LEAA	OYD
Work Experience (Job Skills Secondary)	DOL, BOAE, NIE, OCE	BEH, OCD, NCES, USDA, OPBE, ACTION	OIE
Voluntary Service by Students	ACTION, BOAE OCE	OCD, DOL	NIE, USDA, OIE
Age-Balanced Institutions			NIE, OCD
Schools "Without Walls"	BOAE, OCE	NIE	OCD
Career Education	NIE, ACTION, NIDA, OCE	OPBE	OYE, LEAA
In School Vocational/ Technical Education	BEH, BOAE, NIE, DOL, USDA, OCE	OIE, OPBE	NICHD
On the Job Skill Development	BEH, BOAE, Right-To-Read, DOL, NIE, OCE	USDA, OIE, OPBE	
Career Orientation and Guidance	OPBE, BEH, OCE	OIE	
Psychotherapy and Psychological Counseling	NIDA, NIAAA	LEAA	NIE, NICHD, OIE
Guidance	BOAE	OIE, BESE	NIE
Counseling of Youth and Families of Runaways	OYD, NIMH		
Birth Control/Abortion	NICHD	SRS, BCHS	
Contraception	NICHD	NIMH	
Research on Research Methodology			
Development of Tests and Measures	OYD, NIAAA, Right-To-Read, NIDA	NIE, USDA, DOL, LEAA, BEH, NCES	NICHD, BCHS, NIMH, OIE, OPBE, OCE
Program Evaluation Methods	OYD, NIAAA, NIE, NIDA, OIE, OPBE, NIMH, Right-To-Read, BCHS, DOL, OCD, OCE, LEAA	BEH, USDA, SRS, NCES	NICHD

Agency Plans for Adolescence Research and Development in FY '77 (Continued)

Specific Interests By General Area	Level of Agency Interest FY '77		
	HIGH	MEDIUM	LOW
SUBJECT FOCUS			
Research on Research Methodology (Continued)			
Observational Methods	NIMH, NIAAA	DOL, BEH, NIE, OCD, NCES	NICHD, USDA, LEAA
Research Designs	NIMH, NIE, LEAA, NCES	DOL, OCD, SRS, USDA, BEH	NICHD
Survey Analysis Methods	OYD, NIDA, LEAA, OPBE NCES	OCD, BEH, NIE, DOL	NIMH, USDA, NICHD
Statistical Techniques	OYD, NIMH, NIE, LEAA, OPBE	OCD, SRS, DOL, BEH, NCES	NICHD, USDA
Methodologies of Longitudinal Research	DOL, NIAAA, NIE, LEAA, NIMH, OPBE, NCES	OCD, NICHD, USDA, BEH	
Methods to Improve Comparability	OYD, OCD, NIDA, LEAA, NIMH, NCES	USDA, SRS, BEH	NIE, NICHD, DOL, OPBE
Global Approaches		OCD, DOL	NIE, NICHD, USDA
Interview Techniques		OCD, NIMH, DOL, BEH, LEAA	NIE, USDA, NICHD
Questionnaire Methods		OCD, NIMH, BEH, DOL, USDA, LEAA	NIE, NICHD
APPROACHES AND TECHNIQUES TO BE UTILIZED			
Intelligence Tests	NIE, BEH	NICHD, OCD	BESE, NIMH, OPBE, BOAE, DOL, NINCDS
Academic Achievement	NIE, BESE, OPBE, BEH, OCE, NCES	NICHD, DOL OCD, LEAA	BOAE, OYD, NIMH, USDA, NINCDS
Self Concept/Locus of Control Measures	LEAA, NCES	NIE, NIDA, OCD, OPBE, DOL, NIAAA, OCE, OYD	BOAE, BEH, USDA, BESE, NIMH, NICHD

Agency Plans for Adolescence Research and Development in FY '77 (Continued)

Specific Interests By General Area	Level of Agency Interest FY '77		
	HIGH	MEDIUM	LOW
APPROACHES AND TECHNIQUES TO BE UTILIZED			
Observation Techniques	NIMH	BOAE, OPBE, NICHD, BEH, NIE, OCD, NINCDS, OCE	DOL, BESE, USDA, LEAA
Interview Techniques	NIMH, OPBE, NIDA	BOAE, OCD, NIE, DOL, LEAA, NCES	BEH, NICHD, USDA
Survey Analysis	OYD, NIDA, NIAAA, DOL, NIMH, OPBE	BOAE, OCD, NIE, NICHD, USDA, NCES	BEH, OCE
Questionnaires	NIMH, OPBE NIAAA, NCES	ACTION, BOAE, OCD, BEH, DOL, USDA, NIE, OCE, LEAA	NICHD
Longitudinal Techniques	NIDA, DOL, OPBE, USDA, NIAAA, LEAA	BOAE, OCD, NIE, NICHD, NIMH, BEH, NCES	BEH, NINCDS
Historical Emphasis	NIDA	NIE, OCD, LEAA	BESE, NICHD, BEH, OPBE, USDA, NCES
Sociological Emphasis	NIMH, USDA, NIDA, NIAAA, NICHD	NIE, OPBE, OCD, DOL, BEH, LEAA, NCES	BOAE, BESE
Psychological Emphasis	NIMH, OPBE, NICHD, NIDA, NIAAA, NIE	OCD, USDA, DOL, LEAA, BEH, NCES	BOAE, BESE
Political Emphasis		NIE, OCD, LEAA	BESE, OPBE, USDA, NIMH, NICHD, BEH, NCES
Biological Emphasis	NIDA, NINCDS, NICHD, NIMH	LEAA	NIE, BESE, BEH, OCD, USDA, NCES
Anthropological Emphasis		OCD, NICHD, NIE, LEAA	BESE, OPBE, BEH, USDA, NIMH
Secondary Analysis of Data	OYD, LEAA	OCD, NIE, NCES	NIAAA, ASPE, OCD
Operations Systems Analysis	LEAA	SRS	NIAAA, OCE

APPENDIX B

ADOLESCENCE PANEL MEMBERSHIP LIST

THE INTERAGENCY PANEL FOR RESEARCH AND DEVELOPMENT ON ADOLESCENCE

MEMBERSHIP LIST*

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HEALTH, EDUCATION, AND WELFARE, U.S. DEPARTMENT OF

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*Persons listed here were acting as representatives of their agencies on the Interagency Panel for Research and Development on Adolescence as of February 1977. This list is subject to change.

HEALTH, EDUCATION, AND WELFARE, U.S. DEPARTMENT OF (Continued)

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National Institute of Education (NIE)

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HEALTH, EDUCATION AND WELFARE, U.S. DEPARTMENT OF (Continued)

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APPENDIX C

GUIDELINES AND PROCEDURES FOR USE OF INTERAGENCY PANEL INFORMATION SYSTEM

The Interagency Panel on Early Childhood Research and Development established a computerized data system in 1970 which facilitated the sharing of information and encouraged the coordination of planning among the member agencies. Prior to its establishment no organization had centrally collected and disseminated information about ongoing research from the Panel's member agencies. In 1972 the Early Childhood Panel was joined by the Interagency Panel for Research and Development on Adolescence. Separate data banks were maintained until 1973 when a joint system was formed. The data bank, now in its sixth year of existence, features a unique and expanding data file on early childhood and adolescence research projects funded by member agencies across the Federal government.

Annually since 1971, the Social Research Group staff has updated a taxonomy of coded descriptors which is used to classify the salient features of each project. In the early years of the Panel, agency representatives classified their own agencies' projects and that information became the basis of the computerized data bank. Today, however, the data collection and computerization effort has grown considerably. The Panel's support staff now collects and codes the projects from a growing number of member agencies. The computerized data system currently contains over 4,400 projects on early childhood and adolescence; these are classified by 690 descriptors and 483 test codes, as compared with a 1971 data bank of 750 projects classified by 150 descriptors. This expanded collection and classification effort allows for more comprehensive, yet detailed, research analyses.

Data System Operation

Essentially, the data system is composed of three data files: the Literal file, the Numeric file, and the Abstract file. (1) The literal

file contains the project identification number, project title, Federal catalog number (available in FY '76), the name of the principal investigator, his/her organization, and amount of funding. (2) The numeric file contains coded descriptors which characterize each project. Each descriptor is a four-digit code representing one concept (e.g., a competitive grant, a bilingual targeted population, or maternal health as the research area). The coding system is broad enough in scope to include detailed information about a project's funding and duration, sample characteristics, instrumentation, purpose, methodology and data collection techniques, and areas of research focus. (3) The abstract file contains a brief abstract for each research project in the data system. Each abstract describes the purpose, objectives, methodology, and when available, the sample characteristics and the instrumentation used in the study. Given the premise that the information available is intended to function as a guide to direct the requestor toward the principal investigator and/or the sponsoring agency for further information, the abstracts are kept as short and concise as possible.

File Access

There are two separate methods of accessing the file: (1) Table Producing Language (TPL); and (2) Extract. When using TPL, one can receive counts, funding, percents and other statistics on the numerical codes (but not the titles and abstracts of projects). This can be done on a simple level, for example, a count of projects studying research methods; or on a more complex level, for example, count and funding of projects involving physically handicapped children, organized by age groups and by agencies. This latter example would produce the following output:

Physically Handicapped

Agency	Primary Age Focus					
	Children in General	Prenatal and Infancy	Ages 2-4	Ages 5-9	Ages 10-17	Ages 18-24
BCHS projects	6	3	0	1	0	3
funding[1]	.50	.20	0	.15	0	0
NIMH projects	42	1	1	5	3	1
funding[1]	1.72	0	.04	.22	0	.01
etc.						

[1]Funding given in millions of dollars.

"Extract" is used to access the literal or abstract file. By requesting a code or set of codes, one can get any or all of the literal file for each relevant project. For instance, one can obtain lists of the titles of projects in special areas or categories of research, as well as the abstracts of those projects.

For FY '73 and FY '74 the only program that is available to access the data file provides either: (1) agency totals and overall totals (number and funding) of those projects which qualify for any given request; and (2) all of the latter items plus the titles of those projects which qualify.

How to Make a Request

A request for information about the data system projects may be made in writing or by telephone to:

Social Research Group, GWU
Attn: Sharon Mangus
2401 Virginia Avenue, N. W.
Washington, D. C. 20037

Telephone (202) 331-8706

In general, the more clearly-defined the request, the more relevant the response to that request. The request should specify areas of interest (e.g., use of psychotherapy on preschool children) and, if possible, areas in which there is no interest (e.g., no basic research projects).

Policy for Information Release

The general policy of both Panels is that all information in the data bank should be made available to whoever makes a request. In recent years an increased number of requests for information has come from interested agencies and from persons outside the Federal government, and this year there has been a significant increase over any previous year in the dissemination of information from the data system. Because of this increase, requests from non-Federal government sources must be fulfilled on a cost-reimbursement basis. Numerous requests have been answered for Panel member agencies, other Federal agencies, Congressional committees, universities, foundations, institutes, and individual researchers.

In order to keep the Panel members informed of all requests that are received, the Social Research Group keeps a log of the following information: (1) name of requestor and organization; (2) nature of request; (3) information supplied in terms of the data maintained in the Interagency Research Information System. Staff reports on requests and responses are made to the Chairperson of the Panels.

Research Findings: A New Panel Effort

The Interagency Panels made an important decision in FY '76 to expand the scope of their information system. In response both to requests from many users of the system and to their own concern for cumulative scientific knowledge and comparability in research, Panel members decided to add to their information about ongoing Federally-supported research, the findings of those projects as they become available. An effort was begun to include summaries of interim or final reports within the information system, thereby providing easy access to findings while they are current. This new capability allows policy makers and research and development planners to know the outcomes of the most recent research activities, including negative findings as well as positive, without going through the laborious process of contacting investigators individually, or waiting for a long period (or even in vain) for the publication of findings in journals or government reports.

The procedures used to collect information on findings vary across the agencies, reflecting their different needs and preferences. The basic procedure used with many agencies, however, is to collect information from the principal investigator, by means of a questionnaire developed by the Panels. Questionnaires are mailed to the investigators of projects which have recently terminated or have been active for more than a year. In addition, information is obtained directly from the files of some agencies, and in these cases principal investigators are not contacted by the Panels' staff.

The findings collection for this year has been completed, and the information has been added to the computerized data bank maintained by the Interagency Panels.

The number and kind of projects on which findings are available are displayed in Table 94. In all, the Interagency Panel Information System has collected findings from 863 projects. Of these, 149 have been projects on developmental processes, 15 on the family, 77 on health and welfare services and 574 on education. Like the project abstracts, these findings are freely available on request.

Table 94

Number of Findings Summaries
Available for FY '74 and FY ' 75
Projects on Children and Adolescents,
by Primary Focus

Primary Focus	Number of Projects FY '74	FY '75	Total
All Areas	209	654	863
The Developmental Processes	23	126	149
Physical Development	4	24	28
Cognitive Development	9	43	52
Socioemotional Development	7	34	41
The Family	1	14	15
The Neighborhood/Community	0	2	2
The Broader Social Environment	2	14	16
Health and Welfare Services	4	73	77
Day Care	1	4	5
Health Care	2	35	37
Welfare	0	13	13
Educational Services	175	399	574
Special Education	7	62	69
Early Childhood Education	48	17	65
Elementary Education	25	144	169
Secondary Education	7	50	57
Post-Secondary Education	10	14	24
Alternative Education	0	1	1
Juvenile Justice Services	0	3	3
Study of Research Methods	4	23	27

Note. These figures reflect the findings summaries available from the Interagency Panel Information System as of February, 1977.

APPENDIX D

DOCUMENTS PREPARED FOR THE INTERAGENCY PANELS ON EARLY CHILDHOOD AND ADOLESCENCE RESEARCH AND DEVELOPMENT

DOCUMENTS PREPARED FOR THE INTERAGENCY PANELS ON
EARLY CHILDHOOD AND ADOLESCENCE RESEARCH AND DEVELOPMENT*

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*Listed documents are available from Social Research Group, The George Washington University. Documents with an ERIC number may be ordered from: ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210. (703) 841-1212.

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